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ABSTRACT

This curriculum guide is designed for use in the first part of a 2-year audiolingual language program by French, Spanish, German, and Russian teachers, department supervisors and outside evaluators. The primary objective of the Language Usage course is to enable the learner to make his basic needs known to native speakers of the target language. The greatest emphasis is placed on speaking skills, with the intention of preparing the student to use the target language in conversational situations typically encountered while traveling. Reading and writing skills are emphasized only to the degree that they would assist the student while traveling. The guide is made up of 50 sequential units, divided into seven blocks. Each block lists behavioral objectives, suggested activities, and evaluative procedures. The teacher must write his own drill materials based on the suggestions given here, which are in English. No student text or exercise book is required, but each student uses a 60-minute blank cassette tape as an "oral notebook." The guide is intended for use with 50 overhead visuals and 50 master cassette tapes, which must be purchased separately, but it can be used without these aids. (PM)

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# LANGUAGE USAGE I
# CURRICULUM GUIDE

FOR

FRENCH, GERMAN, RUSSIAN AND SPANISH
SHAKER HIGH SCHOOL

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CONTENTS


Foreword iv
Introduction vi

Block I

Unit 1 Alphabet and Pronunciation . . . . . .1
2 Greetings and Salutations . . . . . .4
3 Immediate Objects. . . . . .6
4 Colors . . . . . .7
5 Numbers. . . . . .9
6 The Family . . . . . 10
7 Age. . . . . 12
8 Weather. . . . . 13
9 Telling Time . . . . . 16
a. Days of the week. . . . . 20
b. Months of the year. . . . . 22
c. Dates . . . . . 23
10 The Seasons. . . . . 25

Block II

Unit 11 The Human Body . . . . . 27
12 To Be Hungry, Thirsty. . . . . 30
13 To Be Fat, Skinny, Tall, Short . . . . . 31
14 To Be Sick, Well . . . . . 34
15 Prepositions . . . . . 36

Block III

Unit 16 The Country . . . . . 37
17 The City . . . . . 39
18 Actions - To Know . . . . . 44
19 Means of Travel . . . . . 46
20 Telephoning . . . . . 48

Block IV


Unit 21 Occupations. . . . . 51
22 Actions - To Work. . . . . 55
23 Sports . . . . . 57
24 Actions - To Play (games, instruments) . . . . . 59
25 Actions - To Take Off, Put Out, Buy, Receive, Get, Pull Off-Out . . . . . 61


Block V


Unit 26 The House. . . . . 63
27 Daily Activities . . . . . 65
28 Actions - housework, dust, clean, cook wash, iron . . . . . 68
29 The Living Room. . . . . 70
30 Actions - write, listen, play, sing, study . . . 72
31 The Dining Room. . . . . 74
32 Actions - to carry, serve, sit . . . . . 76
33 The Bedroom. . . . . 78
34 Actions - to go, take, leave . . . . . 80
35 The Bathroom . . . . . 81
36 Actions - to brush, comb, wash, shave. . . . . 83
37 The Kitchen. . . . . 85


Block VI


Unit 38 Food . . . . . 88
39 Shopping For Food. . . . . 96
40 The Restaurant . . . . . 99
41 Clothing . . . . . .103
42 Animals . . . . . .109
43 Comparisons of Adjectives . . . . . .111

Block VII

Dialogs


| | | |
|---|---|---|
| Unit 44 | Bank | .114 |
| 45 | Airport | .116 |
| 46 | Taxi | .118 |
| 47 | Hotel | .120 |
| 48 | Barber Shop and Beauty Parlor | .122 |
| 49 | Post Office | .125 |
| 50 | Gas Station | .127 |
| 51 | Hospital, Doctor, Dentist | .129 |

# FOREWORD

This Language Usage I Curriculum Guide is designed to be the first part of a two-year program. The purpose of the Language Usage program is to provide an alternative approach to language learning. As an elective, Language Usage I will be directed toward the development of conversational ability typically encountered in every day situations. Students have special interests in learning a foreign language, and Language Usage will be addressed to these interests. In particular, speaking skills needed for conversation, eating, banking, or traveling in a foreign country are the primary aim of this course.

The organization of this curriculum guide which states behavioral objectives, suggested activities, and evaluation procedures should be of value to classroom teachers, the department supervisor, and the outside evaluators. In designing the course, it was determined that outside evaluators would be brought in at selected times to assist in determining the proficiency of students in the target language.

The following staff members worked during the summer of 1973 on this project: Mrs. Regina Mitter, Language Department, Shaker High School; Mrs. Norma Heselden, Language Department, Shaker High School; and Mrs. Rosemarie Berger, Language Department, Shaker High School. The members of the committee are to be complimented for their hard work and willingness to establish a new type of program which is quite different from the traditional regents-type foreign language course of study.

Staff members who are responsible for teaching the Language Usage course are urged to study the following material and use it to make certain that our students achieve the necessary skills they will need to function in typical situations encountered when traveling in a foreign country.

Charles A. Szuberla
Superintendent of Schools

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Assistant Superintendent of Schools

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Shaker High School

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Shaker High School

August, 1973

# INTRODUCTION

1. Objectives and Intent of Language Usage

2. Source Material and Component Elements

3. Classroom Procedures and Terminology

4. Unit Organization - Contents

## 1. Objectives and Intent of Language Usage

The primary objective of Language Usage is to enable the learner to function within a foreign culture or environment and to make his basic needs known to natives of the language being studied. Therefore, the greatest emphasis will be placed upon speaking skills, with the intention of preparing the student to use the spoken word of the target language in conversational situations typically encountered while traveling in a foreign country.

Evaluation will be an on-going process following the completion of each behavioral objective. Native speakers, from the school community, will be invited to assist in evaluating conversational skills within the limits of learned vocabulary applicable to situations commonly encountered in the country of the respective foreign language. Students will be expected to apply seventy-five percent of acquired vocabulary to meaningful situations, simulated or real, in the presence of a native speaker.

Under such conditions, one or more students would be sent to the Foreign Language Resource Center with a problem that must be explained and resolved through usage of the target language with the native speaker. Two students, for example, could be told that while visiting a church, one of their group fell down, was knocked unconscious and has remained so for more than twenty minutes. It is now the responsibility of the student to get the telephone number of the nearest hospital, or to call an ambulance. Whatever the situation, the students must communicate their needs to a native speaker using only the target language.

The native speaker, in turn, will be briefed as to the extent of vocabulary mastered by the students at the time of each evaluation and the various problem or dialog situations each student or groups will be assigned. The native speaker will evaluate each student according to the following:

A The student explains his needs with 90 to 100% facility and accuracy.
B The student explains his needs with 80 to 90% facility and accuracy.
C The student explains his needs with 70 to 80% facility and accuracy.
D The student explains his needs with 50 to 70% facility and accuracy.
F The student is unable to make his needs half-way understood to a native speaker.

The students will be expected to understand the response and directions of native speakers. Such comprehension would be evaluated by an on-going process following each behavioral objective, as well as an evaluation by native speakers one or more times during the school year upon completion of given units or at the end of a school quarter.

Reading and writing skills will be emphasized only to the degree that they assist the student to read street signs, menues, or travel forms or similar materials usually required while traveling. The students will use reading and writing skills as an instrument of reinforcement of speaking and understanding but literary proficiency is not a primary instructional objective of Language Usage. Teacher-made tests will evaluate the students ability to use numbers, dates, traveling schedules and identification of currency in the target language.

Culture, the intricate meanings and diverse life-styles implied, is an integral goal of Language Usage. Students will be expected to identify the mores, standards, and styles of living that would be encountered within the culture of the target language. Such understanding should prove an invaluable tool for the potential traveler.

To provide the student with the usage function or role of foreign language is the primary intent of the following curriculum guide. It is expected that eighty percent or more of the students enrolled will achieve a passing grade, the minimum being a grade of sixty-five percent. If the student is able to engage in "free" conversation with native speakers in a way which answers his basic needs then that in itself will be considered a basic and primary indicator of the student's and the program's success.

## 2. Source Material and Component Elements

The component elements for the Language Usage I program will primarily consist of teacher and student-made materials. There is no student text or student exercise book. Students will be asked to purchase a 60 minute blank cassette tape which will be used as an "oral notebook."

The teacher and student will have at their immediate disposal fifty overhead visuals for foreign language instruction projectuals with fifty master cassette tapes in each target language. These materials were prepared by Maria Maris of Westfield State College, Massachusetts published by Tecnifax Corporation, Holyoke, Massachusetts, and distributed by Wible Language Institute. They are intended as resource material and will be used only to the extent that they meet the needs of the learner as outlined by the behavioral objectives stated in the curriculum guide.

Materials will also include cue cards, flashcards and dialog posters. The only commercial set, Language Visuals, was prepared by the National Textbook Company of Skokie, Illinois. All other graphic or visual representations will be constructed by the teacher or students.

Teacher-made cassette tapes will also be used to teach and to evaluate the students. Because the greatest emphasis is being placed on speaking, greater utilization of the Foreign Language Resource Center is anticipated. Student dialogs will be recorded and students will be able to pursue their own individual study and practice of the target language.

The curriculum guide itself is a source material for suggested vocabulary, activities, dialog situations and testing or evaluating standards.

## 3. Classroom Procedures and Terminology

Using an audio-lingual approach to teach a foreign language entails the use of various methods and drills to introduce language patterns. Some of the most common types of pattern drills are listed below with a brief explanation and/or example to help illustrate the pattern.

3.1 Descriptive Pattern Sentence: simple declarative sentence.
Ex. The suitcase is over there.

3.2 Question Formation Drill: given a simple declarative sentence, the learner must be able to formulate questions to secure the needed information which he may not have comprehended.

Declarative sentence heard:
Ex. The suitcase is over there. (Learner has not heard over there and must be able to formulate a question which will secure the needed information.)
Where is the suitcase?

3.3 Pattern Replacement Drill: given a declarative sentence, the learner should be able to replace nouns with appropriate pronouns.
Ex. The book is on the table.
It is on the table.

3.4 Substitution Drill: given a simple declarative sentence, the learner should be able to substitute one or two (double substitution drill) parts of the sentence with other similar words or phrases which are appropriate and comprehensible.

Ex. I am going to the airport.
We are going to the airport. (restaurant)
We are going to the restaurant. (John and Mary)
John and Mary are going to the restaurant.

3.5 Completion Drill: given the beginning of a declarative sentence or a question, the learner should be able to complete the sentence or question within the limits of his vocabulary.

Ex. John is _____. (ill, tired, sick)
Who is buying _____. (the tickets, the suntan lotion, the cheese)?

3.6 Negative Sentence Formation: given a declarative sentence, the student must learn to negate the whole sentence or any portion thereof which he wishes to negate. In some foreign languages, both the placement of the nagative word and the stress of certain parts of the sentence may change the meaning of the sentence.

Ex. I am not going home. (means I am staying here)
I am not going home. (means I am going elsewhere)

3.7 S-R-C Method (Stimulus Response Confirmation Method)
Teacher poses a question, student responds and teacher confirms the answer or corrects the student. The student repeats the correct answer a second time with immediate teacher-confirmation.

3.8 Tense Substitution Drill (for advanced students): given a declarative sentence, a student is asked to rephrase the sentence by beginning the sentence with a word which requires changing the tense of the verb.

Ex. I am going shopping. (yesterday)
Yesterday I went shopping.

3.9 Extended Sentence Drill (for advanced students): given a declarative sentence orally, or on tape, the student learns to extend or enlarge the basic sentence.

Ex. I am going shopping. (tomorrow)
I am going shopping tomorrow. (at four o'clock)
I am going shopping tomorrow at four o'clock. (with my girl friend)
I am going shopping with my girl friend tomorrow at four o'clock.

3.10 Structure Drill: all of the above drills with the exception of S-R-C Method are also called structure drills.

3.11 Word Order Drill: although a student may have a great deal of latitude in sentence formation (the student may start the sentence with the subject of the sentence, an object, a phrase of time or a prepositional phrase) certain word order must be maintained in the remainder of the sentence in some target languages.

Ex. It is going to snow tomorrow.
Tomorrow it is going to snow.

3.12 Vocabulary Exercise Drill: once the student has learned the basic descriptive sentence patterns for a given unit, he is able to expand and replace items of a basic pattern sentence by acquiring additional vocabulary appropriate to a given unit. These exercises may be done orally in class (teacher uses basic projectual and/or flashcards) or these exercises may be put on cassette tape for additional reinforcement or enrichment.

3.13 Adjective Position and/or Agreement: in most foreign languages the adjective differs in each sentence since it must agree in gender and number with the noun it preceeds or succeeds.

3.14 Chain Drill: Teacher says to one student, "My name is _____." "What is your name?" Student answers then asks the student behind him/her the same question. This process is continued until each student has had the opportunity to answer and ask the question.

4. Unit Organization

The contents of the curriculum guide are organized according to fifty sequential units, which do not correspond to any commercially prepared text or other source. The units are then divided into seven blocks, usually consisting of five or six units. The amount of time needed to cover a given block or unit will vary.

Only by means of careful review and evaluation during the school year can a realistic schedule be designated. The committee believes that some blocks and respective units will invaribly be incorporated into the curriculum guide for Language Usage II.

Nevertheless, the table of contents was organized for the purpose of bringing the learner to a position where he could express his needs and desires in the foreign language, and to do so at a pace complementary to his own abilities.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Students should be able to pronounce correctly the alphabet in the target language. | A. Sound Pronunciation<br><br>1. Students see and hear symbol representations of all similar sounds in the target language. Students repeat and receive confirmation or corrections from the teacher. (S-R-C)<br><br>2. Students see and hear symbol representations which are different from those spoken in their own language. Basic S-R-C methodology is continued--stimulus, response, confirmation.<br><br>3. Students see and hear sounds which are new and inexperienced in their own language using the S-R-C method. | Given graphic symbol representations to the alphabet in the target language students will be able to orally reproduce the correct sounds with 80% accuracy, and be able to identify the oral sound with the same accuracy. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

4. In Russian, which uses a different alphabet (cyrillic form), the students will see and hear the letters with the S-R-C methodology implemented. The cyrillic alphabet will be divided into the following categories:

   a. letters which look the same and are pronounced the same as English.
   b. letters which look the same but are pronounced different from English.
   c. letters which look different but are pronounced the same as English.
   d. letters which look different and are pronounced different from English.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Students will be able to reproduce and identify vowel and special sounds (nasal, trilled "r") peculiar to the target language. | A. Students see the vowel symbol written, followed by teacher pronunciation, class representation. The visual representation is removed and students must identify the oral sound upon hearing it. | A. Given a list of vocabulary words in the foreign language, the student must read the words on a cassette tape with 80 percent accuracy. |
| | B. Students see simple words written in the target language, hear and repeat the words, and then orally identify the individual vowel and/or other special sounds unique in the target language. | B. Given a tape recording of vocabulary words or vowel sounds students will identify on an answer sheet the vowel sounds heard. Ex. Student sees: table dart / hit heat / beet Pete |
| | C. Students make individual recordings for evaluation and review of their own pronunciation. | |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to express orally the common ordinary greetings in the Target Language to family, friends, and/or strangers. | The student will listen and repeat the following greetings: hello, good-bye, good-morning, and how are you today. | Given an overhead projection containing two pictures of a boy leaving home and greeting a friend, the student will be asked to assign the appropriate salutations and greetings to respective characters on the overhead projection. |
| The student will be able to introduce himself and others using the foreign language. | The teacher will introduce himself in the foreign language and call out the equivalent names of the students as they exist in the foreign language. Students will listen and repeat their names in the target language. | The student will be asked to stand up and introduce himself and at least two friends to the rest of the class. |
| The student will be able to describe orally in the foreign language a typical meeting between friends. | Students will be asked to stand and greet each other in the foreign language. Those sitting will listen to and repeat a description of the situation. Other activities will include the use of cassette tapes of native speakers describing such activities as they appear in overhead projections. Classroom interactivity will include group repetition of individual actions portrayed on the screen. | Shown only the visual projection of friends meeting, the student will be asked to describe the situation in the foreign language.<br><br>Alternate suggested evaluation<br><br>Given a flashcard (picture) students could be asked to describe a visual situation in the foreign language on a cassette tape using at least three sentences of the target language in less than one minute. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
| --- | --- | --- |
| The student will be able to use the appropriate cultural greeting of respect for relatives, friends and adults--formal and informal settings. | Explanations of cultural differences and similarities will be made in English. Visual flashcards of various people, Ex. relatives, friends and strangers will be used during the explanations. Students will then hear and repeat the appropriate address or title of each person. | Students will demonstrate the use of appropriate cultural greetings through role playing in the classroom. Students will be designated as relatives or strangers and will be asked to call each other by the respective title of address in the foreign language. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Students will be able to identify orally 80 percent of a prepared list of the inanimate objects found within the confines of a normal classroom using only the target language; and will understand the spoken word when used by another person in reference to objects within the classroom. | The "direct method" should be used. The teacher points to an object and asks the student to repeat in the foreign language. All communication will be through the target language only. Key phrases will consist of.<br><br>"What is this?"<br><br>"It is"<br><br>"This is"<br><br>"That is"<br><br>"These", "those,", and "they are"<br><br>"Point to" | Students will respond to teacher directions in the foreign language to pick up, point to, walk towards and orally designate a specific object named in the foreign language.<br><br>Alternate Suggested Evaluation<br><br>The students will be asked to identify pictures of items upon hearing the items named in the foreign language. This evaluation could consist of written or prepared materials. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The students upon seeing a color will be able to identify it in the target language. | Using an overhead projection of a color wheel, the teacher might point to and name the following colors in the foreign language:<br><br>red, orange, yellow, green, light blue, dark blue, purple, brown, and gray.<br><br>Students will repeat the colors in group and individual response sessions. | Given a color flash card, each student should be able to name six of the nine colors explored through class activity. |
| Students upon hearing the colors of objects will demonstrate by distinguishing sound differences and color designations as spoken in the foreign language. (Gender and number are differentiated by sound differences.) | Students will repeat and pronounce the sound differences of colors when used in conjunction with objects found in the classroom. Teachers will use color flash cards and relate the sound of each color to immediate objects, clothing, books, pens. | Given an oral or taped multiple choice test, students will be able to designate the appropriate formations for colors according to gender and number.<br>Example: Student hears<br><br>The pencil is<br><br>a. red (feminine form)<br>b. red (plural form)<br>c. red (neuter form)<br>d. red (masculine form) |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Students will be able to identify orally appropriate sound differences when using colors in relation with objects regardless of number or gender. The student will be able to say<br><br>Ex. The red book (appropriate gender and number agreement)<br><br>Blue pencils (appropriate number and gender agreement) | Through pronunciation and repitition students will identify the color of objects with reference to sound changes because of number and gender. | The student will be able to correctly orally identify the color of seven out of ten objects in the room. Oral quiz grades will be assigned and are suggested. (10 correct answers = 100%, 9 correct answers = 90%) |

NUMBERS
(#5)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to orally identify the cardinal numbers one to one-hundred. | A. Through the use of flash cards and black boards students will correlate the visual-symbol of each number with its corresponding sound symbol.<br><br>B. Mathematical sessions of subtracting and adding numbers should be used so that students will not rely on only the numerical order of the numbers.<br><br>C. Mathematical games and BINGO (the names of colors for the letter designation could be used for reinforcement purposes.)<br><br>D. Use of overhead projections with various numbers of animate and inanimate objects.<br><br>E. Individual students are sent to the board to write mathematical problems presented by the class in the foreign language. Individual members of the class call out subtraction or addition problems using only the target language. | Each student will proceed to the foreign language Resource Center where several booths will be set aside with individual cassette tape recorders and a written list of fifty assorted arabic numbers. (4,10,15,16, 25,30.) The student must identify himself in the target language and recite each number he sees in the order which they appear on the assignment sheet within two minutes. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to identify by reciting the names of the members of the immediate family.<br><br>Example: mother, father, brother, sister, grandparents, uncle, aunt, etc. | A. Descriptive Sentence Patterns: Teacher uses overhead projector with appropriate transparencies and flash-cards of the family.<br><br>Pattern<br>1. Teacher names each family member three times.<br>2. Students listen.<br>3. Students repeat. | Given a placard illustration students should be able to correctly identify orally the titles of family members. Titles inclusively are: mother, father, brother, sister, grandparents. |
| To be able to construct orally simple sentences showing inter-familial relationships.<br><br>Model 1 This is the father.<br><br>Model 2 This girl is the sister of this boy. | A. Using an overhead projection, the teacher identifies a family member and says:<br><br>1. This is the father<br>a. Class listens<br>b. Class repeats<br>c. Individual repetition<br>2. Substitution drill<br>a. This is the father.<br>(mother)<br>This is the _____.<br>b. Teacher identifies the relationship between members of a family.<br>Ex. Teacher says:<br>This boy is the lady's son. | |

## BEHAVIORAL OBJECTIVE

To be able to construct orally simple questions about members of the family.

a. Who is _____?
(Who is she?)

b. What is the _____ doing?
(What is the boy doing?)

c. Who is visiting the ____?
(Who is visiting the grandmother?)

## SUGGESTED ACTIVITY

Question Formation

A. Using flashcards, teacher identifies each family member and then formulates an appropriate question.

Ex. This is the baby.

Question: Who is he?

a. Students repeat after teacher.

b. Students are to formulate a simple question about a family member when shown a flashcard.

Additional Suggested Activities

Introduction of additional vocabulary using the descriptive pattern sentences, conversational overhead picture representations and tapes available as basic materials.

## BEHAVIORAL EVALUATION

Given a set of flashcard showing family members, the students should be able to construct simple questions concerning the family members and/or inter-familial relationships.

This is primarily a subjective teacher evaluation unless students are required to make tape recordings of responses.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to construct orally simple sentences and questions concerning age using numbers 1-100 and members of the family learned previously.<br><br>Model He is _____ years old.<br><br>They are ____ years old. | A. Descriptive Sentence Patterns: Using flashcards of the family, teacher states the age of each person. Students repeat<br><br>B. Question Formation: Teacher formulates questions concerning age of family members using substitution drills. Students repeat.<br><br>C. Free Response Drill: Teacher poses questions based on flashcard pictures and students answer in simple sentences.<br><br>D. Additional Pattern Drills Using single and double/ plural substitutions where applicable.<br><br>Students pose and practice questions and answers concerning age among themselves. | Students should be able to ask another person his age and be able to answer these questions concerning himself and his own family.<br><br>Given flashcards used in foreign language instruction, students should be able to construct a simple declarative or interrogative sentence about each member of the family concerning age. |

## BEHAVIORAL OBJECTIVE

To be able to describe orally the weather.

a. positive to negative statements
b. questions
c. change verb tenses as necessary

## SUGGESTED ACTIVITY

A. Descriptive Sentence Patterns?
Teacher uses transparencies, flashcards and appropriate cassette tapes.

Model:
It is _____.
It is sunny (windy, cold, raining, snowing.)

B. Question Formation:
Reversal of above patterns

Model:
Is it snowing? (raining?)
How is the weather?

C. Vocabulary Exercise
Using cassette tapes and transparencies

D. Patterned Replacement Drill:
Replace the personal pronoun by the appropriate noun or phrase.

Ex. He is cold (The boy)
The boy is cold.

## BEHAVIORAL EVALUATION

Given a series of four pictures showing various weather conditions, students should be able to describe the weather orally formulating questions and answers concerning weather.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

E. Sentence Formation Drill:
Using the expression given by the teacher, the student forms a sentence.

Ex. (a kite)

The girl has a kite.

F. Question Formation Drill:
Build a question using inverted word order and beginning with why.

Ex. The birds are in the tree.

Why are the birds in the tree?

G. Tense Substitution Drill:
Change the tense of the verb from present to past. Substitute tomorrow for today in the model sentence.

Ex. Today the birds are in the tree.

Yesterday the birds were in the tree.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

H. Negation and Tense Substitution Drill:

Change the sentences from positive to negative. Begin each sentence with the word tomorrow. Make any appropriate tense substitutions.

Ex. The birds are in the tree.

Tomorrow the birds will not be in the tree.

BEHAVIORAL OBJECTIVE

Students will be able to distinguish by assigning the correct designation for A.M. and P.M. to the times of day - morning, afternoon, evening, and night.

SUGGESTED ACTIVITY

A. Use the rotation schedule in the school to explain A.M. and P.M., morning and afternoon times.

B. Present the students with a list of assigned times in English and ask students to announce orally the various and respective times for A.M. and P.M. in the target language.

BEHAVIORAL EVALUATION

Given a series of incomplete sentences describing an activity performed at a certain hour or time of day (breakfast, supper, sleeping) students must assign the correct "morning-evening night" designation.

Alternate Suggested Evaluation

could include pictures with oral questions, students would write respective time description.

TELLING TIME
(#9)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to tell time in the foreign language; this includes the minutes, the hours, and expressions for quarter and half hours. | A. Pattern Drills - To teach the basic elements of telling time--might include the following form: | Given a set of true-false and multiple choice questions with graphic representation of clocks with different time positions students will choose the correct time expression. |

| Column I | Column II |
|---|---|
| one minute after | one |
| two minutes after | two |
| three minutes after | three |
| five minutes after | four |
| ten minutes after | five |
| quarter after | six |
| twenty minutes after | seven |
| twenty-five minutes after | eight |
| half past | nine |
| now it's almost half past | ten |
| now it's only only a quarter after | eleven |
| it's already twenty-five after | twelve |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | Column I / Column II<br><br>one minute to / one<br>two minutes to / two<br>three minutes to / three<br>four minutes to / four<br>five minutes to / five<br>ten minutes to / six<br>quarter of / seven<br>twenty minutes to / eight<br>twenty-five to / nine<br><br>It's already five minutes to / ten<br>Now it's almost ten minutes to / eleven<br>It's only twenty minutes to / twelve<br><br>Any item in Column I can be matched with any item in Column II giving the student a quick reference and easy tool for mastering the telling of time. | |
| | B. Other suggested activities might include teacher-prepared pattern drills and materials. | Overhead projection of clock with moving hands could be used to graphically demonstrate what the students hear. |
| Students will be able to ask questions in the foreign language about the time of day, eg. What time is is?<br>What time do you go to school?<br>What time do you eat lunch?<br>When does this class start?<br>What time do you go home? | A. Multi-media approach relying heavily on cassette tapes and pictures and overhead transparencies. Students see and hear a dramatization of expressions and questions concerning time of day. Students listen and repeat. | Given a cassette tape with statements in the foreign language, the students will be able to form oral questions based on the foreign language statement he hears. It is suggested that ten statements be prepared and that ten questions be recorded on tape in less that two minutes.<br>Ex. Student hears: The train leaves at 7:00 o'clock.<br>Student records: What time does oral question train leave? |
| | B. Role playing: Students make up their own dialogs, suggested activity would include a total of eight lines, two per student. | |

(#9)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Students will be able to identify the elements that compose a clock--hands, seconds, minutes, time piece. | A. The use of a cardboard clock or overhead transparency of a clock with moving hands. S-R-C methodology could be used. | Immediate evaluation based on student oral identification of the elements of a clock will be made by the classroom teacher. |
| The student will be able to express official time (used for airports, train schedules etc.) and will recognize when and where it will be used. | A. The teacher will explain in English the reason and usage of the "official time setting." Realia of the target language for the purpose of culture and the teaching of the objective could be used (theater schedule, or time schedules.)<br>B. Using visual aids, the students will repeat the official hours of the day.<br>C. Use of contrasting sentences for review, reinforcement and introduction of new material. Example: Mr. Smith eats at 6:00 P.M. Mr. Smith takes the plane at eighteen hundred. | Given sentences containing informal time expressions, students will orally transcribe such sentences into corresponding official time settings. |

## BEHAVIORAL OBJECTIVE

The student will be able to recite the days of the week.

## SUGGESTED ACTIVITY

A. Simple Dialog is taught:

Student 1 What day is today?
Student 2 Today is Monday.

S-1 What day is tomorrow?
S-2 Tomorrow is Tuesday.

S-1 What day comes after tomorrow?
S-2 The day after tomorrow is Wednesday.

S-1 What day comes after Wednesday?
S-2 Thursday comes after Wednesday.

S-1 What day comes after Thursday?
S-2 Friday comes after Thursday.

S-1 What day was yesterday?
S-2 Yesterday was Sunday.

S-1 What day was the day before yesterday?
S-2 The day before yesterday was Saturday.

## BEHAVIORAL EVALUATION

Given a cassette recorder students must record the seven days of the week in less than thirty seconds.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | B. Recombination drill of days of the week with numbers lead to expressions as follows:<br><br>Monday plus 2 is Wednesday.<br><br>Thursday minus 1 is Wednesday. | |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to recite the twelve months of the year in chronological order. | A. Use of flash cards in groups of four months at a time coupled with the S-R-C method. . .<br><br>B. Recombination drill of the months of the year with numbers.<br><br>Example: January plus 11 is December.<br><br>March minus 1 is February.<br><br>C. Class interaction. Every student in turn is called upon by the teacher or a class member. The teacher begins by calling out a number 1 to 12, in the foreign language, corresponding to the months of the year. Student responds by naming the corresponding months in the foreign language.<br><br>Example: Teacher says "six"<br>Student says "June"<br><br>1st student says "ten" in the foreign language<br>2nd student says "October" in the foreign language. | Given a cassette recorder students must recite the twelve months of the year in less that 45 seconds, on cassette tapes. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to orally identify dates. | A. Recombination Drills<br><br>Students will recombine the dates and numbers mastered in previous notes.<br><br>Ex.<br><br>1. Today is _____ (day), _____ (date), _____ (year).<br><br>2. Tomorrow is _____. (September 10, 1974.)<br><br>3. Your birthday is _____. (January 25)<br><br>4. Christmas is _____. (December 25) | A. Given graphic illustrations of holidays and birthdays the students will record on cassette the appropriate date.<br><br>Ex.<br><br>Christmas<br>Lincoln's Birthday (Picture)<br>Fourth of July |
| | B. Chain Drill:<br><br>Ex. (Students 1, 2, 3)<br><br>$S_1$ Today is _____. (complete date)<br><br>$S_2$ Tomorrow is ___. (complete date)<br><br>$S_3$ The next day is _____. (complete date) | Given the date in English, written or spoken, the student will give its corresponding oral equivalent in the target language. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

C. Sentence Formation:

Christmas

Ex. Christmas is the 25th of December.

D. Daily activities will consist of identifying the present month with its preceeding and succeeding month.

Ex.

Teacher: It is now September.
Student: It is now September.

Teacher: Last month was August.
Student: Last month was August.

Teacher: Next month will be October.
Student: Next month will be October.

E. Student projects could consist of making calendars with labels in the foreign language with appropriate scenes depicting the months of the year.

F. Students will recite the months in chronological sets of four:

Ex. January, February, March, April, May, June, July, August . . .

# THE SEASONS
(#10)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to recite orally the names of the four seasons. | Teacher uses multi-media (transparencies, flashcards, sports calendar) approach.<br><br>A. Descriptive Sentences<br>Ex. It is spring.<br><br>The boys are playing baseball.<br><br>1. Teacher recites model sentences three times until a basic pattern for four seasons is accomplished.<br>2. Students repeat.<br><br>B. Questions based on descriptive sentences above. Teacher shows flashcard, calendar or transparency and questions students orally. Students reply with descriptive pattern sentences.<br><br>C. Vocabulary Exercise:<br><br>Using a transparency, teacher points to the items not previously learned and pronounces model and students repeat. Cassette tape may be used for additional reinforcement. | Given a set of four pictures depicting the seasons students should be able to recite the name of the seasons. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | D. Patterned Replacement Drill:<br><br>Teacher models: Using pronouns to replace nouns. Students repeat. (optional according to language)<br><br>E. Free Response Drill:<br><br>Teacher asks questions about seasons, weather during the four seasons and some sports. Students answer questions orally basing answers on previously learned patterns. | |
| To be able to reply orally using inverted word order<br><br>Ex. In winter it is cold.<br><br>It is cold in winter.<br><br>(Most important as a behavioral objective in German and Spanish, but may be de-emphasized in French.) | A. Word Order Drill:<br><br>Teacher recites pattern descriptive sentence; teacher inverts the word order in descriptive sentences to form a second pattern. Students repeat with enough examples to enable student to invert the word order of any sentences previously learned.<br><br>B. Student project - visual aids depicting vocabulary in the unit.<br><br><u>Optional Suggested Activities</u>--for advanced students using cassette tapes.<br><br>1. Tense substitution drill.<br>2. Negation of pattern sentences.<br>3. Additional question formation. | Given five descriptive sentences, student should be able to correctly invert the word order orally of three sentences. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to identify orally the basic parts of the human face. | A. Multi-media approach using visual aids consisting of overhead transparencies, pictures, and drawings along with complementary cassette tapes. Student see, hear and repeat the names of the parts of the face: forehead, cheeks, lips, nose, eyes . .<br>B. Students point to and name one given part of their face during group interaction sessions.<br>C. "Simon says" games whereby students point out a specific part of their own face upon command. | Given a drawing of a human face with each feature numbered (eg. eyes #1, lips #2, chin #3) the students will be able to orally identify all basic parts of the face in one minute or less on a cassette tape. |
| The student will be able to identify orally the separate and basic parts of the human body. | A. Multi-media approach using visual aids consisting of overhead transparencies, pictures, and drawings of the human body, including overlay transparencies of internal organs. Students see, hear, and repeat the names of each part of the human body: head, legs, arms, heart, lungs. . .<br>B. Students approach the overhead projector and point to parts of the human body as they are named at random by other members of the class. | Given a picture drawing of the human body with basic limbs numbered (legs #1, arms #2, feet #3, hands #4 . . .) the student will be able to identify 80 percent of the parts of the human body. |

(#11)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | C. "Simon says" games whereby students point out the specific parts of their own body upon command. | |
| Students will be able to name and give the functions of selected parts of the body. | A. The teacher will name and describe orally with actions or with aid of transparencies various parts of the body and actions which accompany them.<br><br>Example: My eyes<br>I see with my eyes.<br><br>My nose<br>I smell with my nose.<br><br>My legs<br>I walk with my legs | Given a cassette recording describing various parts and functions of the human body students will be able to identify the statements he hears on true or false or multiple choice tests.<br><br>Examples:<br><br>1. T F We see with our ears.<br><br>2. T F We taste with our tongue.<br><br>Multiple Choice<br><br>With what do you smell?<br><br>a. feet<br>b. ears<br>c. eyes<br>d. nose |
| | B. This will be followed by questions and class interaction. A ditto of the human body will be distributed to the class and used as a worksheet in conjunction with corresponding transparencies. | |

(#11)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | C. Student initiated activity will consist of questions and answers in the foreign language about the various parts and functions of the human body.<br><br>1st Student: How do you see, or with what do you see?<br><br>2nd Student: I see with my eyes. | Alternate suggested evaluation:<br><br>Given a set of pictures graphically illustrating action, the student will orally describe parts and functions of the body shown in the target language.<br><br>Alternate suggested evaluation:<br><br>Shown an unlabeled transparency of the human body students will orally name parts of the body and their function as randomly selected by the teacher in the target language. |

# TO BE HUNGRY, THIRSTY
(#12)

## BEHAVIORAL OBJECTIVE

Students will be able to use idiomatic expressions in the target language in the first person and third person singular.

The idioms will include--
to be hungry
thirsty
hot
cold
sleepy
frightened

## SUGGESTED ACTIVITY

A. With the aid of transparencies, cassette tapes, cartoons and pictures, teacher will present sentences on these idiomatic expressions.

B. After repetition and partial mastery, the teacher may bring in various review transparencies (ex. weather and time) and ask questions on these and connect them with these idiomatic expressions.

Ex. 1. weather--a. It is hot.
Mark is hot.
b. It is very hot.
Mark is thirsty.

2. time-- a. It is 6:30.
Jane is hungry.
b. It is 11 p.m.
Jane is tired.

C. Group Interaction--choose five students to do pantomime of these activities. Class members will describe actions in the foreign language.

Ex. Student wipes brow.
Student in class will respond with two sentences.

It is hot. Mark is hot.

## BEHAVIORAL EVALUATION

A project will be assigned to the students. Each student will be asked to bring in a cartoon, picture drawing of one person engaged in an activity and explain orally to the class what the person is doing, using the learned idiomatic expressions. He should try to use at least four expressions in a total of ten simple sentences. A ditto previously given to the students will help him prepare for this project. The teacher will make an evaluation of each student based upon ten points--1/2 for comprehension and 1/2 for construction of the sentence.

# ADJECTIVE CONTRASTS
# TO BE FAT, SKINNY, TALL, SHORT
# (#13)

## BEHAVIORAL OBJECTIVE

Students will be able to use adjective contrasts in the target language such as large, small, fat, thin, short, tall, rich, poor . . .

## SUGGESTED ACTIVITY

A. With the aid of dittos showing graphic representations, teacher may present contrasts to students as they pronounce and repeat.

B. After partial mastery, the teacher may present a transparency for reinforcement and introduce the appropriate questions which the students will pronounce and repeat.

C. Vocabulary Exercise--With the aid of an overhead transpanency the student will go to the screen, point to the item described by the teacher or tape cassette.

D. Supplementary Vocabulary--teacher may choose a list of adjectival cognates, i.e. words known in English but also used in the target language to denote description.
Example: English French
rich riche

E. Opposite contrasts

Teacher says: The man is <u>handsome</u>.

Student says: The man is <u>ugly</u>.

## BEHAVIORAL EVALUATION

Given a sheet of paper with graphic representations, the student will orally identify at least 80% of the adjectival contrasts.

(#13)

## BEHAVIORAL OBJECTIVE

Students will be able to make correct adjectival agreements in oral sentences employing the following contrasts:

1. tall - short
2. old - young
3. fat - thin
4. handsome - ugly
5. happy - sad
6. clothed - naked
7. rich - poor
8. clean - dirty

Explanation:

In most foreign languages the adjective differs in each instance of use depending on whether the noun modified is masculine, feminine, neuter, or plural form.

## SUGGESTED ACTIVITY

Teacher constructed substitution exercise and pattern drills can be best used to show differences.

Substitution Drill:

The shirt is clean.
The window is _____.
The window is dirty.
The shirt is _____.

Pattern Drill:

| Adjectives | Masc. Nouns only |
|---|---|
| tall | man |
| short | house |
| old | tree |
| young | boy |
| fat | teacher |
| thin | doctor |

All items on the left can be interchanged with items on the right.

## BEHAVIORAL EVALUATION

Given an overhead projection or ditto illustration of twenty contrasting items the student will be able to give the correct oral description on tape cassette.

(#13)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to use adjective contrasts in the negative in the target language. | A. Contrasting Sentences--presented by the teacher.<br>1. The man is tall.<br>The man is not tall.<br>2. The man is short.<br>The man is not short.<br>3. The man is tired.<br>The man is never tired.<br>B. Class interaction<br>1. Teacher will pick students in class and describe contrasts using positive and negative sentences.<br>Ex. Mary is short.<br>John is tall.<br>Mary is not tall.<br>John is not short.<br>2. Students will take turns describing other students as described above. | Given a positive statement by the teacher, the student will be able to supply the negative form of the sentence in the foreign language. |

# TO BE SICK-WELL
(#14)

## BEHAVIORAL OBJECTIVE

To be able to describe the state of one's health in simple sentences:

Ex. I feel fine.
I am ill.
My head hurts.
I have a headache.

## SUGGESTED ACTIVITY

A. Descriptive Sentences

Using flashcards/transparency or mimacry, teacher describes state of health. Students repeat expressions.

B. Question Formation(S-R-C method)

Ex. How are you?
What is the matter?
Are you ill?
What hurts you?

C. Individual Free Response

Teacher uses questions previously learned concerning health and students respond freely but appropriately.

D. Vocabulary Exercise

Teacher uses a transparency and points to vocabulary not previously presented and pronounces words three times. Students repeat.

## BEHAVIORAL EVALUATION

Given a series of five questions on tape or orally concerning health, a student should be able to answer three questions in complete simple sentences; answers must be both appropriate and comprehensive.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | E. Sentence Completion<br><br>Teacher begins a sentence and students are free to complete the sentence in target language as long as the completion is comprehensible and appropriate. | |
| | F. Class Interaction<br><br>Using flashcards or transparency, teacher asks students to formulate questions which are answered by fellow students. Follow with role playing without use of visual aids except student mimicry. | |

# PREPOSITIONS
(#15)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to differentiate by orally identifying the prepositions: on, under, over, between, in front, beside | A. Using transparencies, flashcards, or objects in the classroom, the the teacher will illustrate the preposition and say it in a simple sentence (S-R-C method)<br><br>B. Teacher may ask where certain objects are located. Student will respond using question words and simple sentences previously learned.<br><br>Ex. Where is the pencil?<br>The pencil is under the chair.<br><br>C. Using their own drawing or magazine clippings demonstrating "on" or "beside" students will orally use the given prepositions in the foreign language. Class repetition follows as reinforcement and confirmation.<br><br>Ex. Picture of a book under a chair.<br><br>Student says: The book is under the chair.<br><br>D. Student project<br><br>1. Students may illustrate use of preposition on the bulletin board.<br><br>2. Students can prepare illustrated scrapbooks in the foreign language and give oral description or identification of illustrations.<br><br>3. Student can prepare new flashcards for reference. | Given an illustrated ditto and cassette tape the student will be able to orally identify on tape the prepositions needed in describing the pictures. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to identify orally elements, objects, or scenes typically encountered in the countryside. | A. The teacher introduces new vocabulary by pointing to the items illustrated, students repeat, teacher confirms (S-R-C)<br><br>B. Teacher asks questions orally and student identifies respective items, similar to method used for identification of objects in class. (Unit 3) | Given a ditto with ten separate numbers and illustrations, the student will recite on tape the number and the corresponding object in the target language. The teacher should prepare assorted dittos with different illustrations on each to cover all objects and avoid duplication.<br><br>Alternate Suggested Evaluation:<br><br>Given 20 flashcards, each numbered and with a separate illustration, the student will choose ten cards and recite the number and description of each card in the foreign language on a cassette recording. |
| The student will be able to formulate simple sentences describing typical scenes or elements encountered in the countryside. | A. The use of multi-media materials for aural-oral instruction primarily overhead transparency with cassette tape can be used for descriptive sentences about the countryside. Students see a picture, hear a sentence describing a given scene and repeat the sentence hears.<br><br>B. Question and answer sessions with group interaction. Each student asks another member of the class questions based on the illustration. | Given a picture of the countryside, the student must formulate and describe what he sees in five simple sentences in less than two minutes Tape cassette recordings should be played back to the entire class for re-evaluation and assessment by students to correct errors. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

B. Ex. What is this?
This is a mountain.

What do you see here?
I see a tree.

What is under the tree?
People are under the tree.

C. Student projects resulting in flashcard illustrations can be used as stimuli for the formulation of simple sentences.

## BEHAVIORAL OBJECTIVE

Students will be able to understand directions when given in the foreign language.

Left
Right
Up
Down
North
East
West
South
Near
Far

## SUGGESTED ACTIVITY

A. Teacher will demonstrate directions in the foreign language, and illustrate with overhead projections various directions. Students then perform given actions upon command from the teacher.

Ex. Raise your left hand.

Raise your right hand.

Walk to the left.

Walk to the right.

B. Student draws a simple map of their home in relation to the school labeling the directions in the foreign language--north, east, west, south.

Students repeat after the teacher, "My home is north of the school," followed by substitution drills based on student's map:

My home is north of the post office.

My home is south of the store.

## BEHAVIORAL EVALUATION

Student achievement will be immediately evaluated by behavioral responses of students.

Optional Evaluation:

Given the visual projection of the school in relation to the surrounding area, the student is directed to point to areas or places near the school, east, west, south or north of the school as well as buildings to the left or right of the school.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | C. Students are asked to:<br>1. point to things that are near, far, left, right, up and down;<br>2. stand up, sit down, or perform a given action;<br>3. orally repeat foreign language words corresponding to directions while performing respective actions. | |
| | D. Simple Simon game | |
| Students should be able to name everyday items typically found in any city:<br>buildings, post office, mail box, hospital, stores, cars, buses, bus stops, street lights, road, sidewalk, street, avenue, boulevard, block, theater, church, office, truck, statue, fountain, window, display, sign, crossing, corner, bench, steps, station, bakery, taxi | A. Student projects should include:<br>1. Collection of pictures with street or city scenes. Students label in English those items they want identified in the target language and recite these items in the foreign language.<br>2. Students make lists of those items they think would be found in the cities of the target language and identify these orally in class with teacher direction. | Given a picture of a familiar street scene with twenty items numbered, the student will say the number and name of each respective item on a cassette tape. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | B. Using transparencies with implementation of substitution drills, students could supply items in simple but meaningful statements:<br><br>The post office is next to the bank.<br><br>The post office is next to the church.<br><br>The taxi is next to the bakery.<br><br>The taxis are next to the ____. | |
| The student will be able to ask directions, inquire as to where certain places are located in a city setting, and give appropriate responses. | A. The teacher will ask questions based on familiar points of reference within the students' own environment. Students will repeat questions and continue learning process through substitution drills.<br><br>Ex. Super Market<br>Where is the super market?<br>It is on Liberty Road.<br><br>High School<br>Where is the high school?<br>It is on Shaker Road.<br><br>Bus Stop<br>Where is the bus stop?<br>It is near the post office.<br><br>Train Station<br>How far is the train station?<br>It is near the shopping center. | A. Given a list of ten places, the student will be asked to incorporate key phrases, such as: "how far," "where,""on what street," "how do I get to," "how near," in oral questions on cassette tape.<br><br>B. Given a master tape with ten questions posed by the teacher in the foreign language, the student must respond with an appropriate answer in the foreign language comprehensible to a native speaker. The questions asked will be based on the student's own familiar environment. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | B. Class interaction with implementation of "chain drill." Teacher begins by asking a question in the foreign language dealing with directions. The first student asked gives the answer and proceeds to ask a similar or related question of another student. Each student answers and asks a question in turn.<br><br>C. Role playing: students set up background setting and formulate dialog lines and assign character parts which they act out in the foreign language. | |
| Students will be able to identify cultural similarities and differences typically encountered in cities of the target language. | A. Cultural comparisons must be made by the teacher as a resource person. Examples of similarities and differences for comprehension will be in the student's own language:<br><br>1. In France and Germany pets are allowed in the best of restaurants.<br><br>2. In Russia the manner of serving soft drinks on the street or in public areas consists of serving kvass, a fermented drink, or lemonade rather than carbonated drinks. | Given a list of twenty-five multiple choice or true and false questions in English on the culture of the target language, students will identify the correct answers. |

BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION

3. Ice cubes are available in most foreign European countries; but, if requested, an additional charge may be added to the cost of the drink.

B. Role playing: students act out in the target language situations which would receive approval or disapproval from native inhabitants of the target culture:

Ex. Whistling in a public setting brings scorn;
or
Shaking hands with the best of friends or even with the least known person is a most acceptable social custom in most European countries.

# ACTIONS - TO KNOW
(#18)

## BEHAVIORAL OBJECTIVE

To be able to use orally the different verbs for to know in the target language.

Note: To know animate or inanimate things in a foreign language often requires different verbs of to know.

Ex.

1. To know, meaning to be acquainted with
2. To know, as the girl knows the lesson
3. To know, as to taste (Spanish only)
4. To know, as I do not know where he is.

## SUGGESTED ACTIVITY

A. Multi-media Approach:
Using transparencies of scenes depicting each of the verb usages, the student hears the verb used in its proper form and repeats.

Ex. To know
Teacher: She knows the lesson.
Student: She knows the lesson.

B. Questions and Answers (S-R-C):

Ex.
Teacher: What does he know?
Student: He knows the address.
Teacher: Confirmation

Teacher: Whom does he know?
Student: He knows the doctor.
Teacher: Confirmation

C. Seeing overhead projectuals, the student hears a descriptive statement in the foreign language and orally states an appropriate question in the target language based on the statement heard.

Ex. The boy knows the girl.
Whom does he (the boy) know?

D. Chain Drills with Questions and Answers:

Ex.
Student #1 Whom do you know?
Student #2 I know Mary. What do you know?
Student #3 I know Spanish. Whom do you know?
Student #4 I know the teacher.

## BEHAVIORAL EVALUATION

Given a set of six flash cards, the student will be able to use the correct verbs for to know in oral sentences.

Ex. Students see a picture of a girl cooking and form a sentence.

She knows how to cook.

(#18)

| LEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

E. Substitution Drills:
Teacher says a simple sentence and provides the student with a cue. Students repeat the sentence using the cue.

Ex.
Teacher: The man knows how to read.
(drive)
The man knows how to _____.

# MEAN OF TRAVEL
(#19)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Students will be able to identify travel by means of plane, bus or car, train, and boat. | A. Using the target language, the teacher will describe scenes graphically portraying various means of travel. The S-R-C method will be used: (stimulus, response, confirmation).<br><br>B. Using the multi-media approach, graphic transparencies with accompanying cassette tapes, will be used for reinforcement of descriptive sentences. | Given a tape script in the foreign language of descriptive sentences about means of traveling, students will identify each means of travel on true and false and multiple choice questions.<br><br>Ex. Student sees a boat and a train in pictures 1 and 2 respectively.<br><br>He hears:<br>#1 They travel by boat. True<br>#2 They travel by plane. False |
| Student will be able to say the appropriate words concerning travel. | A. The students see a projection of a given means of travel on a screen. The teacher points to the items according to a vocabulary list given to the students. The teacher calls out the objects in the foreign language.<br><br>B. Student projects may consist of travel pictures; e.g., from airlines or magazines, labeled in the target language and identified orally in class by one or several of the students. | Given a set of numbered pictures, the student must say the number and the word identifying each object. (Cassette tapes could be used to make student recordings for the evaluation and playback for student correction.) |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to ask and respond in the foreign language to given questions dealing with travel. | A. The teacher points to an illustration of a train or other means of travel, asks a question, the student hears the question and the answer in the foreign language repeating the question and answer. Choral group and individual repetition follows (S-R-C).<br><br>B. Role playing with student-composed dialogs employing questions and answers on means of travel in the target language. | Given an illustration of traveling by car or other means, the student will hear a question posed by the teacher:<br><br>"How are they traveling?"<br><br>The students' immediate responses will be evaluated by the teacher. |
| The student will be able to state in the negative form any descriptive sentence learned about means of travel. | A. Teacher states a positive sentence. Students repeat. Teacher states the corresponding negative form. Students repeat.<br><br>B. Chain drill used, having each student ask and answer a given question, the answers being given in the negative form.<br><br>Ex. Is he traveling by plane?<br>No, he is not traveling by plane. | Given a set of ten questions in the foreign language, students will be able to state the corresponding negative answer. |

# TELEPHONING
(#20)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to use the telephone to make local or long distance calls. | A. Descriptive Sentences:<br>1. Using a transparency or other visual aid, teacher names each item three times.<br>Ex. This is a telephone booth. (3 times)<br>This is a telephone. (3 times)<br>This is the telephone receiver. (3 times)<br>2. Students repeat (choral, then individual).<br>3. Action verbs--teacher performs action (looks up telephone number, then dials or speaks with operator). Teacher tells what is occurring.<br>Ex. I am looking up the telephone number.<br>I am dialing the number.<br>4. Students repeat (choral, then individual). | Given a verbal setting, two students will orally or on tape formulate a dialog in which the use of a telephone is necessary. One student takes the role of a traveler and the other one supplies information. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

B. Question Formation:

1. Using the visual aids, the teacher formulates questions concerning telephoning. These questions are based upon the descriptive sentences.

   Ex. Is there a telephone here?
   Where may I find a telephone?
   Do you have a telephone book?
   How do I dial this telephone number?
   How do I call the operator?

2. Students repeat (choral, then individual).

3. Class interaction: Students formulate questions and call on other students to answer. Teacher corrects any errors immediately and has student repeat corrected version.

4. Students divide into groups of two and practice using the telephone as well as stating the actions being performed.
   (Role playing)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

C. Vocabulary Exercises:
   1. Using the visual aids, teacher names additional items not previously covered in descriptive sentences.
   2. Students repeat.

D. Pattern Replacement Drill:
   Using vocabulary already learned, teacher states a descriptive sentence and students repeat. Teacher then replaces nouns of original sentence with appropriate pronouns. Students repeat.
   (Substitution Drill)

E. Free Response Drill:
   Using appropriate visual aids, teacher formulates questions and students are free to respond with any appropriate and comprehensible answer in the target language.

F. Negation Drill:
   Using any descriptive sentences learned, the teacher will ask students to make each sentence negative.

   Ex. I have a telephone book.
   I have no telephone book.
   There is no telephone book here.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Students will be able to identify orally important occupations:<br><br>doctor<br>lawyer<br><br>policeman<br>air stewardess<br><br>hotel clerk<br>waiter<br><br>pharmacist<br>butcher<br><br>baker<br>salesperson | A. Using flash cards, the teacher will have the students pronounce and repeat the occupations.<br><br>B. Teacher will ask questions about the occupations projected on a screen.<br>Ex. Is this man a policeman?<br>What does he do?<br>Students will repeat with correct pronunciation and intonation. | Given a set of flash cards, the students will identify orally on tape the occupations depicted. |
| Students will be able to ask questions based on the occupations. | A. Transparencies, cassettes, and flash cards will be utilized. Teacher will introduce questions with appropriate answers.<br>Ex. This is a policeman.<br>He directs traffic.<br>What does he do?<br>The students will repeat each section.<br>Later the students will be asked to comment on all that they see in the target language given the same stimuli.<br><br>B. Class Interaction:<br>Students will be given flash cards. Members of the class will ask each other questions about what they see.<br>Ex. 1st student (with card):<br>This man directs traffic; who is he? | Through the use of flash cards, the teacher will make a statement concerning the occupation and the students will ask the appropriate question. |

## BEHAVIORAL OBJECTIVE

Students will be able to identify stores and places of business and supply orally simple sentences describing the work action.

Ex. Butchershop

A butcher cuts meat.

One buys meat in a butchershop.

## SUGGESTED ACTIVITY

A. With the aid of transparencies and cassettes, teacher will use descriptive sentences of various stores and places of business. Students will see a picture, hear and repeat sentences in the foreign language.

B. Vocabulary Exercise:
Students identify items on transparencies as they hear the teacher or tape.

C. Pattern Response Drill:
Using a sentence already learned, teacher will then say a second sentence replacing the noun with a pronoun.

Ex. #1 The butcher sells meat.
He sells meat.

Ex. #2 The butcher shop is clean.
It is clean.

D. Sentence Formation Drill:
Teacher will give a clue word to the student and he will form a simple correct sentence in the foreign language.

Ex. Butcher
The butcher sells meat.

E. Student Project:
Students will bring in a picture showing a person engaged in a particular occupation and describe orally the picture in at least six correct sentences.

## BEHAVIORAL EVALUATION

A. Given flash cards of stores and places of business, the student will supply orally the proper person who works in the store and the appropriate work that he does.

Ex. The butcher shop is shown:

A butcher cuts meat in the butcher shop.

B. True and False Test:

Ex. One buys meat in a butcher shop.

C. Multiple Choice Test:

One buys meat in a _____

a. office
b. drug store
c. hutcher shop
d. bakery

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Students will be acquainted with various cultural aspects of occupations, stores, buying habits and measuring systems of the foreign country. | A. Teacher will acquaint the students in English with the use of realia (film slides, pictures), any interesting facts which will help a student to become acquainted with the cultural habits of the foreign country.<br>Ex. 1. small individualized shops--cheese store, milk store<br>2. metric system of measure<br>3. types of products which differ<br><br>B. Class Interaction--Reinforcement:<br>1. Questions from the teacher:<br>a. If you go to a store of the target culture and want a half pound of butter, what unit of measure do they use?<br>b. If you wish to plan dinner, what products can one buy or what products may not be available?<br>Ex. Corn on the cob is only an American style of eating. | Given a questionnaire in English, students should be able to answer questions comparing cultural differences and similarities. (9 out of 10 questions equal 90%; 8 out of 10 questions equal 80%.) Types of tests suggested include:<br><br>A. True and False questions in English<br><br>B. Multiple Choice<br>Ex. A unit of weight in a foreign country:<br>1. pound<br>2. meter<br>3. liter<br>4. gram<br><br>C. Contrasting Statements<br>Comparing cultural aspects of the foreign country to our own country, students should be able to write a contrasting statement for each given statement in English.<br>Student sees: In the U. S. bread is often sliced and pre-packaged in plastic.<br>Student writes: In _____ (Spain) the bread is not sliced or pre-packaged. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | 2. Teacher will set up a situation by suggesting a topic, such as "Mrs. Brown is going to buy groceries for dinner." Then she will have each student mention actions and habits which are typical pertaining to the culture of that country.<br>Ex. 1. Mrs. Brown will take her own carry-all bag.<br>2. She will ride her bike or walk.<br>3. She will go to individual stores for purchases. | |

## BEHAVIORAL OBJECTIVE

To be able to identify the action verbs concerned with various types of work.

Ex. to work

to pick

to dig

to paint

to repair

to chop

to push

to pull

to hang

to hammer

to bury

to type

to clean

## SUGGESTED ACTIVITY

A. Descriptive Sentences:
   1. Using a projectual or other visual aid, teacher states the specific action in a sentence which includes an appropriate noun usually used with a specific action word.

      Ex. He is picking an apple.
      The lady is cleaning the window.

   2. Students repeat.

B. Questions (based on descriptive sentences):
   Teacher, pointing to projectual, asks:
   What is this man doing?
   Student: He is chopping wood.

C. Substitution Drill:
   Using basic descriptive sentences, the students will substitute other objects which can be used appropriately with a specific action word denoting work.

   Ex. He is picking a peach.
   He is picking a pear.

D. Free Response Drill:
   Teacher formulates questions and students are free to answer with any appropriate and comprehensible reply.

E. Vocabulary Exercise:
   1. Using a transparency or other visual aid, teacher identifies items or actions appropriate to topic.

   2. Students repeat.

## BEHAVIORAL EVALUATION

A. Given a cassette tape and a visual aid, students are to identify the action by stating a simple sentence including the action word. (oral identification)

B. Given a projectual showing work actions (or a ditto) and hearing a description of each action in the target language, the student checks items as being true or false.

C. Hearing an action sentence, the student must pantomime the given action. (aural identification)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | F. Role Playing:<br>Using pantomime, a student performs an action and another student identifies the action using a complete sentence in the target language. | |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Student will be able to name various sports in the foreign country. | A. Descriptive Sentences:<br>1. Using appropriate visual aids, teacher names the various sports depicted.<br>2. Students repeat.<br><br>B. Question Formation:<br>1. Using flash cards or other visual aids, teacher will formulate questions based on descriptive sentences.<br>2. Students repeat. | Given flash cards depicting indigenous sports, student should be able to name the sports of the target language. |
| Tc be able to use the appropriate action words (verbs) as they apply to specific sports in addition to the nouns already learned.<br><br>Ex. Sport: rowing<br>Action: to row a boat | A. Descriptive Sentences: (Action words--verbs)<br>1. Using pantomime or other visual aids, teacher shows the actions used in various sports.<br>Ex. The boys <u>are playing</u> ball.<br>The boys <u>are throwing</u> the ball.<br>The boys <u>are catching</u> the ball.<br>2. Students repeat.<br><br>B. Question Formation:<br>1. Using the visual aids and the descriptive sentences learned, the teacher formulates questions based on the descriptive sentences.<br>2. Students repeat. | Given a set of visual aids depicting sports, the student will be able to describe the actions in simple sentences. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | C. Game<br>The teacher names an action word and the students pantomime. ("Simon Says" games in the target language) | |
| To be able to demonstrate aural comprehension of action words as they apply to specific sports with nouns previously learned. | A. Students will select or point to a given action flash card as each is described by the teacher, tape or class member. | Given a sheet of paper and hearing a description of some sport activity, the student will draw stick figures depicting the sport and/or surrounding elements when possible.<br>Ex. snow: skiing<br>water: rowing |
| | B. Multi-media with Substitution Drills:<br>Seeing various sports depicted on the screen, the student hears simple sentences and substitutes given cues as they refer to the respective pictures.<br>Ex. Picture of a man rowing<br>Tape: The man is rowing.<br>Student: The man is rowing.<br>Picture and Sound Cue: Skiing<br>Tape: The man is skiing.<br>Student: The man is skiing. | |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to comprehend the meaning and use orally verbs in the foreign language about actions of playing:<br><br>to play tennis<br><br>to play a violin<br><br>to play chess<br><br>to play basketball | A. Audio-visual techniques, utilizing overhead projections with accompanying tapes, will be used to teach descriptive sentences. Students repeat.<br><br>B. Substitution Drills:<br><br>I play tennis.<br>He _____ tennis.<br><br>C. Question and answer or negation exercises could be used to enforce speech patterns. | A. Given any of the action words, the student will use the verb in a meaningful sentence.<br><br>B. Given a descriptive sentence or command, the student should be able to perform or mimic the action and state what he or she is doing, using only the target language. |
| Students should be able to name the given objects used in the following actions:<br><br>tennis racket<br><br>violin<br><br>chess set<br><br>basketball | A. Vocabulary Exercise: Through visual aids and actions by the teacher, students will learn additional basic phrases and nouns relating to the action words already learned.<br><br>B. To enrich and give insight as to cultural games, such as jai-alai (Spanish) or soccer (German), student projects could consist of clippings from sports magazines with identification of objects common to all or most sports: racket, ball, net, rules, practice, players; and terms such as foul ball, points, score, to win or to lose. | Given an illustration with twenty-five objects, students must identify each object in the target language on cassette tape. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | C. An actual game could be acted out in class, especially if it relates to a cultural sport.<br><br>Ex. In Russia chess is prominent.<br><br>Students could then be asked what each member is doing. | |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to use the following verbs in a meaningful sentence in the target language:<br><br>to take (off or out)<br><br>to receive (or get)<br><br>to buy<br><br>to put<br><br>to pull | A. Multi-media method could be used: Student hears and sees an illustrated action and repeats the sentences in the foreign language.<br><br>B. Question and answer formation: Teacher states questions; students repeat. Teacher states answers; students repeat.<br><br>C. Substitution Drills: She receives a gift. They _____ a gift.<br><br>D. Teacher commands the student to perform a given action. Teacher asks the student: "What are you doing?" Student answers. | A. Given any of the action words, the student will use the verb in a meaningful sentence. The student should record one sentence each in the foreign language as it relates to topic action verbs presented in the lesson.<br><br>B. Given a descriptive sentence or command, the student should be able to perform or mimic the action and state what he or she is doing. |
| Student will be able to use the following words in conjunction with the learned action verbs:<br><br>library (to take a book)<br><br>shelf (to put the book on a shelf)<br><br>desk<br>theater<br>ticket window<br>glove<br>dentist<br>brick | A. Students are presented with a projected picture. The teacher requests a student to point to each item on the screen as he hears it in the foreign language; the other students repeat the term.<br><br>B. Students are given a list of supplementary vocabulary words with illustration. Students listen to a tape with each object identified in the foreign language. They repeat and point to | Given a series of illustrations of vocabulary learned in class, students should be able to say the word in conjunction with the learned action verbs in a simple sentence.<br><br>Ex. desk<br><br>Put the book on the desk. |

BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION

C. Question and Answer:

Teacher: What do you see?

Student: I see a girl.

Teacher: What is the girl doing?

Student: She is taking off her glove.

D. Audio-lingual Exercise:
The student hears an expression on a tape cassette.
The student will supply a meaningful sentence.

Ex. To Wait
Other people are waiting.

To Receive
I like to receive gifts.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to recite orally the names of the types of dwellings and the specific parts of the outside of the dwelling.<br><br>Ex. roof<br>window<br>door<br>street<br>sidewalk | A. Descriptive Sentences:<br>1. Teacher points to item on transparency or other visual aid and names the item.<br>Ex. This is a one-family house.<br>2. Students repeat.<br>3. Students see illustration, listen to tape descriptions and repeat--multi-media approach.<br><br>B. Question Formation:<br>Teacher formulates questions based on the descriptive sentences.<br>Ex. What kind of a house is this?<br>(Teacher points to visual aid.)<br>Students repeat questions.<br><br>C. Negation Drill:<br>1. Teacher states a descriptive sentence.<br>2. Students repeat.<br>3. Teacher states the descriptive sentence in the negative form.<br>4. Students repeat. | A. Given a ditto copy of a house, which has various parts numbered, the student should be able to orally identify the numbered parts.<br><br>B. Given a ditto copy of a house, student should be able to number the specific items which the teacher names in the foreign language.<br>Ex. Teacher says:<br>No. 1. das Dach<br>Students write No. 1 on roof. |
| To be able to recite orally the names of the rooms (kitchen, bathroom, etc.) and the common parts of the inside of a house in the target language.<br><br>Ex. hall, basement, stairway, attic, etc. | A. Descriptive Sentences:<br>1. Using appropriate visual aids, teacher names the general terms (entrance, stairway) used to divide the inside of the house.<br>Ex. This is the basement.<br>This is the first floor.<br>This is the kitchen.<br>2. Students repeat. | Given a visual aid showing the inside of a house, the student should be able to name at least ten rooms or floors. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | B. Question Formation:<br>1. Teacher poses questions concerning the inside of the house.<br>2. Students repeat.<br>C. Free Response Drill:<br>Teacher formulates questions and students are free to answer with appropriate responses. | |
| To be able to identify the various rooms in a typical house, and to recognize cultural differences. | A. The teacher will describe the way the floors are named in English as compared to the foreign language. The students will designate the respective areas of the house when they are identified by the teacher in the foreign language.<br>Ex. First floor in Germany is not at ground level. The first floor means second level.<br>B. Optional Suggested Activity:<br>Game - similar to "Pin the Tail on the Donkey" - student is not blindfolded. A large house is made of construction paper and put on bulletin board. Only the inside of house is shown: attic, 2nd floor, 1st floor, basement. Names and pictures of furniture are scattered about outside of house. Student names room, location (or furniture), and other student pins item in correct place. | Given a drawing of a house, the student should be able to label the rooms on the given floor when he hears the name and location in the foreign language. |

# DAILY ACTIVITIES
(#27)

## BEHAVIORAL OBJECTIVE

To be able to recite correctly simple sentences concerning daily activities.

Ex. He gets up.
He goes to bed.
She goes to sleep.
She washes.
He dresses.
He sits down.

## SUGGESTED ACTIVITY

A. Descriptive Sentence Pattern

Using appropriate visual aids (flashcards, transparencies, etc.)

1. Teacher says the sentence in the target language.
2. Class repeats.
3. Group repetition in S-R-C method.
4. Individual repetition follows.

B. Repetition and Action

1. Teacher says a sentence--individual acts it out.
2. Class repetition (S-R-C method)
3. Group repetition. individual acts it out.
4. Individual repetition

C. Using flashcards teacher distributes them among students.

1. Teacher points at a placard and recites visual scene.
2. Class repetition

## BEHAVIORAL EVALUATION

Student should be able to recite correctly after the teacher seven out of ten simple sentences.

(#27)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to formulate orally simple sentences.<br><br>Ex. He awakens.<br>He dresses. | A. Using appropriate transparencies of daily activities individual students will pick one drawing and say a simple sentence. Teacher will check for correct pronunciation.<br><br>B. Class Interaction -Charades<br><br>1. A group member performs an action.<br>2. Individual students describe action performed in the foreign language.<br>C. Class Interaction<br><br>1. Individual student describes an action in the foreign language.<br>2. Individual student performs action described. | Shown a projectual with ten drawings of daily activities, student should be able to form seven simple oral sentences in the target language. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to formulate orally questions using interrogative pronouns.<br><br>Model: What is he doing?<br><br>Where is he going?<br><br>what, where, when, why, who, how . . . | A. Question Formation<br><br>Using only a transparency the teacher points to a graphic picture of a daily activity and asks a question:<br><br>What is she doirg?<br><br>Students repeat the question.<br><br>B. Seeing only the picture students formulate their own questions. | Given ten pictures from magazines the student should be able to formulate orally seven questions using the interrogative pronouns learned. |
| To be able to supply simple questions and answers concerning daily activities.<br><br>Example: What is he doing?<br><br>He is getting dressed. | A. Free Response Drill<br><br>Using appropriate visual aids teacher asks question in target language. Student supplies answer.<br><br>Teacher: What is he doing?<br><br>Student: He dresses.<br><br>B. Teacher may ask students to bring in illustrations or draw their own.<br><br>In class students ask and answer each other's questions. | The teacher will present each student with two flashcards illustrating a daily activity. The student chooses one, hears a question posed by the teacher in the foreign language and responds with an answer in the foreign language. The process is then reversed. |

# ACTIONS--HOUSEWORK, DUST, CLEAN, COOK, WASH, IRON
(#28)

## BEHAVIORAL OBJECTIVE

Students will be able to identify the actions which are applicable to housework.

Ex. to dust
to vacuum
to cook
to wash
to iron
to make the bed

## SUGGESTED ACTIVITY

A. Using transparencies, the teacher will describe the actions and the students will repeat.

Ex. Teacher: This woman is doing the wash.
Student repeats.

B. Vocabulary Exercise:
Students will point to items on transparencies or flash cards as he hears the corresponding word on cassette or from the teacher.

C. Completion Drill:
Teacher will present a ditto to students and say the beginning of a sentence containing the action word and the students will supply the appropriate ending.

Ex. Mother is washing the _____. (floor)

D. Pronoun Substitution Drill:
The teacher will say a sentence with a noun and verb followed by another sentence. The student must substitute a pronoun for the noun. The verb forms will be said in the 1st and 3rd person singular.

Ex. Mother is washing the floor.
She is washing the floor.

E. Reference Drill:
Form a sentence to express what is done with the item named by the teacher or on tape.

Ex. a vacuum
One uses a vacuum to clean the rug.

## BEHAVIORAL EVALUATION

A. True and False, and Multiple Choice Test:
Given a transparency and hearing sentences in the foreign language, the students will choose the appropriate response.

Ex. Mother cleans the rug with a _____.
a. washing machine
b. dust cloth
c. vacuum
d. iron

B. Given pictures of the household activities, the students will say the appropriate action.

Ex. She is washing the dishes.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to use questions and answers concerning household actions. | A. Using transparencies and flash cards, the teacher will present sentences and the appropriate questions. The students will repeat.<br><br>B. Question Formation: Pointing to the appropriate actions, teacher will have the student repeat the questions and answers.<br>Ex. What is Phillip doing?<br>He is washing the car.<br><br>C. Cued Response: The teacher will say a sentence and a word. The student will say a sentence containing that word.<br>Ex. Teacher: What do you use to dust? (cloth)<br>Student: I use a cloth to dust.<br><br>D. Student Projects: Students will bring in pictures of household activities and describe them to the class in the target language.<br><br>E. Class Interaction--Role Playing: Groups of three or four students will construct a dialog to present to the class.<br>Ex. A family preparing for out-of-town guests<br><br>F. Negative Exercises: Teacher will say affirmative sentence and then the negative sentence. Students will repeat. | A. Given a visual representation of objects, such as a vacuum cleaner, students will supply three descriptive sentences.<br>Ex. The rug is dirty<br>Mother is cleaning the rug.<br>She is using a vacuum cleaner.<br><br>B. Class Project and Role Playing: (Refer to D, E of suggested activities.) Teacher will evaluate students' oral performance based upon 10 points: (1/2 for comprehensibility and 1/2 for structure). |

# THE LIVING ROOM
(#29)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to identify the common items found in a living room using the target language. | A. Descriptive Sentences:<br>1. Using appropriate visual aids, the teacher points to an item and names the item several times.<br>Ex. This is a couch.<br>2. Students repeat.<br>3. Action words (already learned), teacher says:<br>I sit on the couch.<br>4. Students repeat.<br>B. Question formation:<br>1. Teacher points to item (couch) and says:<br>What is this?<br>Students will repeat.<br>2. Students identify the item.<br>C. Negation Drill:<br>1. Teacher states a descriptive sentence.<br>2. Students repeat.<br>3. Teacher states negative form of the descriptive sentence.<br>4. Students repeat. | Given a set of numbered illustrations of items commonly found in the living room, the student will identify 75% of the items. |

(#29)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to identify the location of items in the living room. | A. Descriptive Sentences:<br>1. Using a projectual, the teacher states the location of an item, using prepositions already learned.<br>Ex. The couch is near the window.<br>The rug is on the floor.<br>2. Students repeat.<br><br>B. Sentence Formation:<br>1. The teacher gives students a cue word, as above.<br>2. Student must formulate a sentence which includes the preposition, as above, and nouns referring to living room objects.<br>Ex. The picture is above the fireplace.<br><br>C. Student projects: Each student is to make a visual replica of his living room, using drawings or pictures cut from magazines.<br><br>D. Given a three-dimensional model of a home, students are directed in the foreign language to pick up, move or rearrange the furniture as they see it. (The three-dimensional home might be constructed by male students, while female students could furnish and | A. Given a visual replica of a living room, a student will identify orally the location of at least 75% of the items.<br><br>B. Given a visual replica of a living room and a list of items, the student will complete sentences using only words from the list.<br><br>Ex. (Lamp is on the table) in picture.<br>The lamp is _____.<br><br>Col. I: under, above, near, next to<br>Col. II: the couch, the window, the fireplace |

# ACTION WORDS--WRITE, LISTEN, PLAY, SING, STUDY
(#30)

## BEHAVIORAL OBJECTIVE

The students will be able to express orally such actions as:

to write

to listen

to play

to sing

to study

## SUGGESTED ACTIVITY

A. With the aid of transparencies, cassettes and oral descriptive sentences of the teacher, the students will pronounce and repeat these actions.

Ex. This boy is writing a letter.

B. Teacher will ask questions on these actions. Students will repeat the questions and statements.

C. Class Interaction:
Questions and answers are exchanged by members of the class.

D. Vocabulary Exercise:
With the aid of flash cards, teacher may introduce supplementary vocabulary which applies to these actions.

Ex. letters, records, radio, piano, song, lessons, subjects

E. Sentence Formation:
Teacher will name a noun--song.
Students will form sentence--
I sing a song.

## BEHAVIORAL EVALUATION

Given a set of flash cards, the students will supply an oral sentence describing the action pictured.

BEHAVIORAL OBJECTIVE

Students will become acquainted with the culture of the foreign country by hearing records and/or learning songs.

SUGGESTED ACTIVITY

A. With the use of records and cassettes, teacher may introduce songs which are typical of the foreign country.

B. Teacher may wish to teach students one or two songs (folk and modern).

BEHAVIORAL EVALUATION

A. Given true and false, multiple choice, and completion type questions in English, students will be able to answer questions based on the material covered in the instruction.

B. Given recording previously heard of various types or forms of musical composition, the student will identify the form with a given country.

Ex. Tango - Argentina
Mariachi - Mexico
Rhumba - Cuba
Danza - Puerto Rico

# THE DINING ROOM
(#31)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to identify in the foreign language items and furniture commonly found in the dining room<br><br>Ex. Table<br>Chair<br>Salt and pepper shakers<br>Fork<br>Knife | A. Using transparencies teacher will point to the items and pronounce them in the target language. Students repeat. (S-R-C Method)<br><br>B. Questions and Answers: Class Interaction:<br>Student #1 - What is this?<br>Student #2 - It is a table.<br><br>C. Substitution Drill:<br>Table:<br>The table is in the dining room.<br>The _____ is in the dining room.<br><br>D. Student project could consist of an overhead drawing of their own dining rooms, showing the placement of furniture and labeling them in the target language. | Given a ditto with twenty-five numbered illustrations of items typically found in a dining room, the student will:<br><br>A. identify all items by naming each on a cassette tape (speaking);<br><br>B. identify all items by labeling each item in the target language (writing);<br><br>C. identify all items by checking the appropriate item as he hears it named by the teacher or a tape recording (comprehension). |
| Students will be able to ask and answer questions in foreign language concerning the dining room and items commonly found therein. | A. Multi-media approach:<br>The student sees an illustration, hears a question related to the illustration, is prompted by the teacher to give the correct answer. The correct answer is then repeated on tape for confirmation and reinforcement and the students repeat the answer a second time.<br><br>B. Hearing a simple sentence concerning the dining room, the student will ask a question based on the sentence he hears.<br>Ex. Tape or Teacher: There are four chairs around the table.<br>Student: What's around the table? | Given the same overhead projection used in class, but with objects numbered, each student could be assigned a set of numbers (1-5, 6-10, 11-15) and told to formulate questions and answers for each numbered item on cassette tape. |

BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION

C. Patterned Replacement Drill:
The student sees a picture of a dining room, hears a sentence using prepositional phrases indicating position of objects. The student orally identifies the object from its position.

Ex.
Student hears: There is one near the wall.
Student replies: There is a buffet near the wall.

Student hears: There are some in front of the dishes.
Student replies: There are glasses in front of the dishes.

# ACTIONS--TO CARRY, SERVE, SIT
(#32)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to recite orally and formulate questions using the following action verbs:<br><br>to carry<br><br>to serve<br><br>to sit<br><br>to dance<br><br>to please<br><br>to chat<br><br>to play<br><br>to win | A. Descriptive Sentences:<br>1. Using appropriate visual aids, the teacher acts out or points to the visual aids depicting various action-verbs and orally states the action.<br><br>Ex. I am carrying a book.<br>I am serving coffee.<br>I am sitting down.<br><br>2. Students repeat.<br><br>B. Question Formation:<br>Using projectual, teacher formulates questions to elicit answers from students stating the action in positive form.<br><br>C. Sentence Formation Drill:<br>Teacher gives a clue action word and students formulate appropriate and comprehensible sentences referring to self.<br><br>Ex. Carry<br>I am carrying a book. | Given any of the action words, students should be able to state a simple sentence using each verb.<br><br>Alternate Evaluation:<br>Given a descriptive sentence or command using the action word, a student should be able to perform the action and state what he/she is doing. |
| The student will be able to negate action-words in simple sentences. | A. Negation Drill:<br>Using any descriptive sentences already learned, teacher will state the positive form of the sentence.<br><br>Ex. I am carrying a book.<br><br>Students repeat.<br><br>Teacher states the sentence in the negative form.<br><br>Ex. I am not carrying a book.<br><br>Students repeat. | Given a sentence using the action words in a positive form, students should be able to restate the sentence in negative form. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | B. Free Response Completion Drill: Teacher begins a sentence using action words in this unit and students are free to complete the sentences as long as the completion is appropriate and comprehensible in the target language. | |

# THE BEDROOM
(#33)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to identify the objects and furniture commonly found in the bedroom using the target language. | A. Using transparencies of a bedroom, the teacher points to items and pronounces them in the foreign language. Students repeat with teacher confirmation. (S-R-C)<br><br>B. Questions and Answers:<br>Class Interaction:<br>What is this?<br>It is a bed.<br>(Refer to Unit 2 Identification of Objects.)<br><br>C. 1. Student Projects could consist of a lay-out drawing of the student's own bedroom with the appropriate labeling of all items in the foreign language.<br><br>2. Same project could consist of a three-dimensional model of the student's own bedroom, with objects labeled in the foreign language. | A. Given a visual replica of a bedroom, the student will identify orally at least 75% of the items in the replica.<br><br>B. Given a ditto with ten numbered illustrations of items typically found in a bedroom, the student will orally identify 75% or the items depicted. |
| To be able to name the colors in conjunction with various items in the bedroom, in the foreign language. | A. Review and Reinforcement Exercises, relating colors to items:<br>Ex. What color is your bedroom?<br>My bedroom is light blue.<br>What color is the rug?<br>My rug is dark blue.<br><br>B. Chain drills, with student's asking and answering questions about the color combination of items in their own bedrooms.<br><br>C. Students describe orally their own bedrooms and the color combinations found therein. | Given ten colored items illustrated, which might be found in a typical bedroom, the student will name the item and its color. |

BEHAVIORAL OBJECTIVE

The student should be able to recognize prepositional phrases previously learned with objects found in a typical bedroom in the foreign language:

in front

next to

by

near

behind

on top

under

over

SUGGESTED ACTIVITY

A. Using audio-visual methods and materials with sentence formation drills, students will see an illustration, hear and repeat a descriptive sentence about items in a bedroom.

Ex. Teacher: The chair is next to the dresser.
Tape: NEXT TO
Student: The chair is next to the dresser.
Tape: The chair is next to the dresser.
Student repeats: The chair is next to the dresser.

B. S-R-C Method Combinations:
Given an illustration of a window behind a bed:
Student hears: The window is behind the bed.
Student repeats: The window is behind the bed.
Student hears: in front of
The bed is _____.
Student says: The bed is in front of the window.
Teacher confirmation

BEHAVIORAL EVALUATION

Given an illustration of a bedroom, the student hears twenty incomplete sentences in the foreign language describing the placement of objects. The student hears a multiple-choice set of prepositional phrases and must choose the item that best completes each sentence.

# ACTIONS--TO GO, TO CARRY, TO TAKE, TO LEAVE

(#34)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to comprehend the meaning and use orally verbs in the foreign language concerning the following actions:<br><br>to leave<br><br>to take<br><br>to carry<br><br>to wear<br><br>to eat<br><br>to drink | A. Multi-media techniques will be used to teach descriptive sentences. The students will see a visual projection, hear a cassette tape and repeat sentences in the foreign language.<br><br>B. Substitution Drills:<br><br>I go to the bus stop.<br><br>He goes to the bus stop.<br><br>C. Question and answer or negation exercises could be used to enforce speech patterns through the use of chain drills in the foreign language. | A. Given any of the action words, the student will use the verb in a meaningful sentence.<br><br>B. Given a descriptive sentence or command, the student should be able to perform or mimic the action and state what he or she is doing using only the target language. |
| Students should be able to name the given objects used in combination with the respective action verbs.<br><br>to leave home<br><br>to take a bus<br><br>to take a book<br><br>to carry a suitcase<br><br>to wear a hat<br><br>to eat dinner<br><br>to drink tea | A. Vocabulary Exercise: Through visual aids, and actions of the teacher, students will learn additional basic phrases and nouns relating to the action words already learned.<br><br>B. Class interaction:<br><br>Ex. One student performs a given action. Second student asks a question. "What is he doing?" "What is he carrying?" Third student gives the appropriate reply in the foreign language. | Given a series of illustrations based on learned vocabulary, students will be able to name the objects and use them in a meaningful sentence with the action verbs. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Students will be able to orally identify items found in the bathroom.<br><br>Ex. Shower curtain<br>Shower<br>Mirror<br>Towel rack<br><br>Sink<br>Toothbrush<br>Toilet<br>Bidet<br><br>Bathtub<br>Rug<br>Straight razor<br>Towel<br><br>Soap<br>Toothpaste<br>Shaving cream<br>Bath | A. Using transparencies of a bathroom, teacher points to and names each item. Students repeat.<br><br>B. Question and Answer:<br>Several of the advanced students, using a projected image of a bathroom, ask members of the class to identify the items found therein using the foreign language. Teacher is available for resource and confirmation purposes.<br><br>C. Student projects consisting of clippings from household magazines, etc., could be labeled in the target language. | Given a transparency with all items of a typical bathroom numbered, the student will identify 75% of the items:<br><br>A. by naming each on a cassette tape (oral identification);<br><br>B. by labeling each item in the target language (writing identification);<br><br>C. by checking the appropriate item as he hears it named by the teacher or tape recording (listening comprehension and identification). |
| Students will be able to ask and answer questions in simple sentences about the bathroom, incorporating usage of interrogative words:<br><br>where<br>what<br>who<br>when | A. Audio-visual Aids with S-R-C Methodology:<br>1. Basic pattern sentences<br>Tape: We bathe in the bathtub.<br>Student: Repeats<br>Tape: Confirmation<br>Student: Repeats<br><br>2. Questions<br>Tape: Where do we bathe?<br>Student: We bathe in a bathtub.<br>Tape: Confirmation<br>Student: Repetition | A. Using a transparency of a bathroom, each student will be able to ask questions about a bathroom.<br><br>B. Seeing a transparency of a bathroom and hearing a teacher or a tape recording of questions, the student will be able to accurately answer each question. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | B. Chain Drills:<br>Each student asks a member of the class a simple interrogative question about the bathroom, each student answers and in turn asks another member a similar question in the foreign language. | |
| Student will be able to orally use action verbs of the bathroom in the first and third person singular:<br><br>To shave<br>To brush one's teeth<br>To turn on the water<br>To turn off the water<br>To take a bath<br><br>To take a shower<br>To dry oneself<br>To run (the water)<br>To splash<br>To wash oneself | A. Role Playing:<br>(after descriptive sentences by teacher and repetition by students)<br>Ex.<br>Student #1: performs or mimicks an action<br>Student #2: asks what is he doing<br>Student #3: He is shaving.<br>Student #1: I am shaving.<br><br>B. Student project could include clippings of actions followed by oral descriptions. in the target language. | Hearing five action words in the infinitive form, the student will be able to use the verb orally in the first and third person singular.<br><br>Ex. To shave<br>I am shaving.<br>He is shaving. |

# ACTIONS--TO BRUSH, COMB, WASH, SHAVE
(#36)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to recite in simple sentences the following actions as they occur:<br><br>to brush<br><br>to comb<br><br>to wash<br><br>to shave | A. Descriptive Sentences:<br>1. Using appropriate visual aids, teacher states the action occurring in each picture.<br>Ex. He is brushing his teeth.<br>She is combing her hair.<br>2. Students repeat.<br>3. Individualize descriptive sentences (Teacher acts and states action.)<br>Ex. I am brushing my teeth.<br>I am combing my hair.<br>4. Students repeat.<br><br>B. Question Formation:<br>Teacher reverses descriptive sentences to formulate questions which begin with the action-words instead of interrogatives.<br>Ex. Are you brushing your teeth?<br>Are you combing your hair? | Given a set of pictures showing the four actions listed above, the student will be able to state in a simple sentence what action is taking place. |
| To be able to orally use the names of some of the most common nouns with action-words learned in meaningful sentences in the target language. | A. Descriptive Sentences:<br>Using the action words already learned, teacher states the names of items normally associated with the action words.<br>Ex. Action word - to shave<br>Prepositional phrase -<br>I shave with a razor.<br>I wash with a wash-cloth. | Given a set of flash cards depicting nouns (ex. washcloth, soap, razor, hairbrush), the student should be able to orally construct a sentence using the noun and an appropriate action word with each flash card. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

B. Sentence Formation (Free Response)
Teacher states an action and student responds with a sentence using the action word and at least one noun from those previously taught in this unit.

Ex. Shave
I shave with a razor.

THE KITCHEN
(#37)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to identify the objects in the kitchen. | A. Using flash cards, objects, transparencies and pictures, the students will pronounce and repeat the names of the objects.<br><br>B. Question Formation:<br>Teacher will have students repeat questions with the appropriate objects.<br>Ex. What do you cook with?<br>Where do you wash the dishes?<br>What is used to wash the dishes?<br><br>C. Student Project:<br>Students will bring in a picture, drawing of at least four objects and recite an appropriate question and answer (total of eight sentences). | A. Given flash cards, the student will identify orally the objects of the kitchen.<br><br>B. Listening Comprehension Test:<br>Teacher will give a student a sentence in the form of a rejoinder or a completion, and the student will identify the appropriate choice.<br>Ex. 1. I wash the dishes in the _____.<br>a. stove<br>b. oven<br>c. refrigerator<br>d. sink<br><br>2. Father is sweeping the floor.<br>a. He has a towel.<br>b. He has a pan.<br>c. He has a broom.<br>d. He has a plate. |
| The student will be able to form sentences with objects of the kitchen. | A. With the aid of flash cards and transparencies, students will repeat sentences based on the kitchen.<br>Ex. 1. Mother prepares dinner in the kitchen.<br>2. She cooks on the stove.<br>Students repeat. | A. Given slides in the Resource Center, the student will be asked to supply a simple sentence using the objects in the kitchen. He will be able to say fifteen sentences on a cassette tape in the foreign language. |

BEHAVIORAL OBJECTIVE

SUGGESTED ACTIVITY

BEHAVIORAL EVALUATION

B. Reinforcement Drills on Directions and Prepositions:
Using the transparencies, the teacher will use sentences to show direction:

Ex. 1. The sink is under the window.
2. The dish is in front of the pan.
3. The stove is at the left of the sink.

C. Question Formation:
Using transparencies, the teacher will form questions and the students repeat.

Ex. Where is the stove?
What is in front of the stove?
Where is the dish?
What is in front of the dish?

D. Vocabulary Exercise:
Using flash cards and/or dittos, students will name objects in response to the teacher's questions.

E. Class Project:
Students could cut out pictures of kitchen objects and utensils and place them on a sheet of paper. They will show the picture to the class and name the objects and their position in the picture using the foreign language.

Ex. The towel is on the counter.
The window is over the sink.

B. Groups of students (3 per group) will present a simple dialog using the kitchen objects and direction words. Each student will supply eight sentences which will be evaluated by the teacher.

(1/2 point for comprehension
1/2 point for structure of sentence)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

F. Pattern Replacement Drill:
The teacher will say a sentence using an object followed by a second sentence substituting a pronoun object for the noun.

Ex. Mother is washing the pan.
Mother is washing it.

G. Cultural Activity:
Teacher will explain in English and with realia the various cultural aspects of the foreign country concerning the objects of the kitchen.

Ex. 1. differences in appliances
2. the manner in which a knife is placed on a table, or a typical place setting

(Subtopics on Food, A through F, will have the same activities and procedures.)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to identify the meals of the day, such as<br><br>breakfast<br><br>lunch<br><br>snack - tea or coffee hour<br><br>dinner and/or supper. | A. With the aid of flash cards and transparencies, the teacher will have the students repeat the meals.<br><br>B. Review drill - (Time and Meals)<br>The teacher will make statements and ask questions about the time of day. Students provide appropriate answers.<br><br>Ex. It is 8 o'clock in the morning.<br>What meal are you eating?<br><br>Student replies:<br>I am eating breakfast. | A. Given a picture of a typical breakfast, lunch or dinner, the student will be able to identify the meal in the target language.<br><br>B. Alternate Evaluation:<br>Multiple choice: Given the time and the names of various meals, the students will choose from a list the appropriate answer.<br><br>Ex.<br>8 o'clock a.m. breakfast<br>10 o'clock p.m. _____<br><br>C. The students must place the printed word of an item next to its corresponding meal.<br><br>Ex. Juice - Breakfast<br>Cereal - Breakfast<br>Steak - Dinner |
| The student will be able to identify the names of foods in the target language. (Applicable to units on:<br>meats<br>vegetables<br>fruits<br>desserts<br>beverages.) | A. With the aid of flash cards, transparencies, and actual objects, the teacher will have the students pronounce the words.<br><br>B. After mastery, students will point to the object and repeat the words when directed by the teacher or the tape. | A. Given a set of ten illustrations, the students will be able to identify on a tape the foods.<br><br>B. Suggested Alternate Evaluation:<br>Given a ditto showing the various foods, students will be asked to label the object when spoken by the tape or teacher. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | C. Class Interactivity: The students will be given grocery lists and they are to select the appropriate items.<br><br>Ex. List - can of milk<br>bottle of milk<br>box of raisins<br>bag of flour<br><br>Appropriate items - empty cans, boxes, or packages representative of produce, or picture placards of foods. | |
| The students will be able to comprehend and say simple sentences in the foreign language relating to foods. | A. With the aid of transparencies, flash cards and objects, the teacher will say sentences and the students will repeat.<br><br>Ex. Here are some peas.<br>Peas are eaten at dinner.<br>Peas are green.<br><br>B. Substitution Exercise: Foods used with colors and adjectives:<br><br>Ex. Peas are green.<br>Celery is _____.<br>The peas are hot.<br>The spinach is ____. | A. Given a set of flash cards of foods, the student will supply a simple sentence.<br><br>Ex. Beef is a meat.<br><br>B. True and false and multiple choice tests based on foods using the foreign language.<br><br>C. Given a cassette tape, the student will hear the tape and supply either a question or an answer as directed. |

BEHAVIORAL OBJECTIVE

SUGGESTED ACTIVITY

C. Sentence Formation: Given a word, the students will construct a simple sentence.

Ex. Peas: Peas are green.
Peas are a vegetable.

D. Replacement Drill: Teacher will say a sentence; then a second sentence with the appropriate pronoun. Students will repeat.

Ex. Peas are green.
They are green.

E. Adjective Sounds: (Applicable to some target languages) Teacher will say a sentence containing an adjective. Then she will say another sentence with an adjective sound change. Students will repeat.

Ex. Spinach is green.
Lettuce is green. (sound change)

F. Question Formation: Teacher will have the students repeat appropriate questions and answers relating to foods.

Ex. When do you eat peas?
I eat peas at dinner.
What do you put in a salad?
I put lettuce in a salad.

BEHAVIORAL EVALUATION

D. Substitution: Given a cassette tape recording, the student will supply the sentence containing the right form of the verb, adjective, or noun.

Ex. I like peas.
I like _____.

I like peas.
He _____ peas.

Peas are green.
Carrots are _____.

E. Oral Comprehension: Given oral sentences on a cassette tape or by the teacher, the students will label the appropriate answers given on a ditto sheet.

Ex. What is green that one eats for a vegetable? (Peas are written in the list.)

F. Oral Presentation: (At end of units) Given a blank cassette, the student will describe orally in ten sentences a meal. This may include description of preparation, serving, or eating.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

G. Extended Vocabulary of Actions:
Teacher will introduce supplementary vocabulary to the students through the use of cards, objects and pictures.
Actions:

| To cook | To cool |
|---|---|
| cut | heat |
| fry | bake |
| boil | chop |

Action words are used with nouns in substitution drills.

Ex. I fry eggs.
I cook eggs.

H. Sentence Formation:
Teachers will give a word and the students will supply an appropriate sentence.

Ex. To bake
Mother is baking a cake.

I. Class Interaction:
Some students will have flash cards and will say the appropriate food. Another student will ask a question:
1. When do you eat peas?
2. Do you like peas?
3. What color are peas?

A third student will answer the questions respectively:
1. I eat peas for dinner.
2. No, I don't like peas.
3. Peas are green.

BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION

J. Class Project:
Students will be asked to cut out pictures of a well-balanced meal and paste them on the paper plate. They will show it to the class and tell in simple sentences what there is to eat. Later, they may want to label the foods in order to become acquainted with words on menus.

K. Class Project (for girls): At the end of the unit.
Make up simple recipes of ingredients only and use simple sentences.

Ex. For vegetable soup, ingredients: vegetables, potatoes, meat, onions

For vegetable soup you need _____, _____, _____, _____.

L. Guessing Game: Given a recipe in the foreign language, students name the finished product. Given a finished product, students name the ingredients.

Ex. SOUP = potatoes, peas, ham, beans

Eggs, flour, milk, sugar, butter = CAKE

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | M. Given some cooking utensils, pieces of silverware or dishes, students will name appropriate food or foods:<br><br>Ex. A cup - coffee<br>A spoon - soup | |
| Students will be able to use verbs associated with the use of foods:<br><br>1. like<br>2. eat<br>3. give<br>4. cook<br>5. prepare<br>6. cut<br>7. drink<br>8. have<br>9. taste<br>10. prefer | A. With the use of pictures showing persons eating, teacher will demonstrate the various verbs. Students will repeat.<br><br>B. Verb Substitution Exercise:<br><br>Ex. Teacher: I like peas.<br>Student: He _____ peas.<br><br>C. Negative Drill:<br><br>Ex. Teacher: I like peas.<br>Student: I don't like peas.<br><br>D. Tense Substitution Drill:<br>(for advanced students)<br><br>Ex. Teacher:<br>Today I am eating peas.<br>Student:<br>Yesterday I ate peas.<br><br>Optional:<br>E. Recombination Exercise:<br>Ex. four columns<br><br>Time / Person / Verb / Food<br>today / I / eat / peas<br>yesterday / he / cook / soup<br>last Mon. / she / drink / coffee<br>The teacher will have the students put together a correct sentence made | A. Given a cassette and using substitution drills, students will supply the proper form of the verb.<br><br>B. Given a list of verbs on a sheet of paper, the student will be asked to form a simple sentence with a noun and verb.<br><br>Ex. To eat: John is eating spaghetti.<br><br>C. Given a picture of a family eating, the student will form five simple sentences describing the picture. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| Students will be able to comprehend and form questions and answers about eating or dining in the target language. | A. With the aid of flash cards and transparencies, the teacher will have the students repeat questions and answers.<br><br>Ex. What are we having for dinner?<br>We are having spaghetti.<br><br>B. Class Interaction:<br>After mastery of the questions, students will ask each other questions--chain drills.<br><br>C. Role Playing:<br>Class will be divided into groups. Each group will work on a play to present to the class (with the aid of the teacher and dittos.)<br><br>Example Topics:<br>Family at Dinner<br>A Group of Young People at a Party | A. Hearing questions in the foreign language, students will answer true and false and multiple choice tests.<br><br>Ex. Which is a green vegetable?<br>A. Peas C. Limes<br>B. Potatoes D. Carrots<br><br>B. Given questions in the foreign language on a tape, the student will supply simple answers in the target language.<br><br>C. Given a cassette which supplies a statement, student will supply the proper question.<br><br>Ex. Tonight we are having roast beef.<br><br>Question to be supplied:<br>What are we having (for dinner) tonight? |
| Students will become acquainted with the cultural aspects of the food and the eating customs of the foreign country. | A. The teacher will present cultural aspects in English with the aid of realia.<br><br>B. Students will identify food and eating habits which are reflective of their own and target cultures. Similarities and differences will be compared. | A. The students will write a paragraph on the subject of the cultural differences in food and eating customs, listing at least six similarities and six differences of the target culture compared with their own. This paragraph will be written in English. |

BEHAVIORAL OBJECTIVE

SUGGESTED ACTIVITY

BEHAVIORAL EVALUATION

B. Completion Sentences or True-False Statements in the foreign language.

Ex. Completion:
When you have finished eating dinner in the foreign country, you place your knife and fork _____.

True-False:
In Russia, one drinks hot tea from a cup. (false)

## BEHAVIORAL OBJECTIVE

To be able to name the most common units of measure and the names of containers.

Ex.

| | |
|---|---|
| liter | box |
| gram | bottle |
| kilogram | bag |
| kilo | can |
| pound | jar |
| loaf | |

## SUGGESTED ACTIVITY

A. Descriptive Sentences: Containers:

1. Using multi-media techniques (transparencies, objects, plus tapes), teacher identifies the object.
   This is a bottle.
   This is a can.
2. Students repeat.

B. Descriptive Sentences: Units of Measure:

1. Using visual aids, teacher identifies the various units of measure commonly used when shopping for food. Teacher points to a loaf of bread and says:
   This is a loaf of bread.
   Students repeat:
   This is a loaf of bread.

   Teacher points to a bottle of soda and says:
   This is a bottle of soda.
   Students repeat:
   This is a bottle of soda.

## BEHAVIORAL EVALUATION

Given the names of foods, the student should be able to identify the container which would contain the food (box, bottle) and the type of measurement used (grams, liters).

Ex. Milk
One buys a liter or 1/2 liter of milk in a bottle.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|

C. Sentence Negation:
(through direct method in the foreign language)

1. Teacher uses visual aid and says:
   Ex. This is a bottle of milk.

2. Students repeat.

3. Teacher points to any other object and says:
   Ex. This is not a bottle of milk.

4. Students repeat.

D. Substitution Drill:

1. Using basic descriptive sentences in groups (those describing liquids, those describing other items normally bought using a certain measurement), teacher states a basic sentence:
   Ex. This is a bottle of milk.

2. Students repeat.

3. Teacher says, "wine."

4. Students say: This is a bottle of wine.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| To be able to formulate questions and answers concerning shopping for food. | A. Descriptive Sentences: Teacher describes a typical store setting and teaches common sentence patterns stating wants.<br><br>Ex. I would like _____. (a bottle of milk, a can of peas)<br><br>B. Question Formation: Teacher uses common questions.<br><br>1. Questions normally used by salesperson:<br>What would you like?<br>How may I serve you?<br>What do you wish?<br>May I help you?<br><br>2. Questions normally used by customer:<br>Do you have cream cheese? (other substitutions)<br>How much does cream cheese cost?<br><br>C. Role Playing:<br>Setting: Grocery Store<br>Students take alternate roles as customer or salesperson. | Given a grocery list of ten items in the target language, students must bring the items from a shelf equipped with props, to the teacher, and identify the ten items. For testing purposes a "self-service" super market situation is best. |

# THE RESTAURANT
(#40)

## BEHAVIORAL OBJECTIVE

The student will be able to use the target language in dialog situations that might be typically encountered in a restaurant or dining room.

## SUGGESTED ACTIVITY

A. Dialog Implementation:
Useful and common expressions will first be taught. (S-R-C)

B. Recombination Drills:
Students recombine common expressions for short dialog situations.

Ex. Please pass me _____ _____ _____.
The tea is too (hot, cold, bitter).

C. Cued Response:
Sentences, phrases, questions and answers are completed or extended in response to sentence stimuli.

Ex.
Teacher: I want some _____.
(fruit, cake)
Student: I want some fruit.
Teacher: This spoon is _____.
(clean or dirty)
This food is too _____.
(hot, sweet, cold, etc.)
Student repeats the sentence adding the cued response.

D. Students choose partners to implement sentences in learned dialog situation; suggested dialog situations follow on succeeding pages.

## BEHAVIORAL EVALUATION

Each student is responsible for five lines that are memorized but student constructed. Groups of two to four students interact in an actual dialog. Each student is graded on a basis of ten points: five on pronunciation and intonation (delivery); five points on comprehensibility and appropriateness.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
| --- | --- | --- |
| Students will be able to say common expressions dealing with ordering food in a restaurant in the target language. | A. Students' projects consist of signs, or placards to be placed about the classroom consisting of common expressions or sayings used in relation to ordering food in the environment of the target language.<br><br>B. Role Playing:<br>Groups of two or more students make tape recordings of their own voices in dialog settings implementing common expressions for ordering food in the target language. | Given only a cassette tape and recorder, each student must record ten expressions in the foreign language without reference to any written materials. |

# THE RESTAURANT
(#40)

## Useful Expressions

What do you recommend today?
I can recommend (the fish, the lamb chops, cake).

Do you prefer (beer or wine, milk or tea)?
What would you like?

Give me (chicken with peas and carrots).
What would you like after that (this)?

What sort of (cake) do you have?
Bring me some more bread. (a roll, some butter, some water)

This is very nice. (hot, cold, sour)
This is too sweet. (hot, cold, bitter, salty)

What cold drinks have you got? (Substitute fruits, desserts, meats, vegetables.)

May I please have the bill?
I am very thirsty.

The tea is too weak. (strong)
The coffee is too weak. (strong)

I only want (bread and butter, jam, a slice of lemon).

What would you like for breakfast?
Have a little more.

No, thank you. I've eaten (drunk) enough.
A toast!

To your health! (or similar cultural saying; e.g., bon appetit)

Please help yourself.
Would you care for a (cigarette, cigar)?

Do you have matches?
Here's a lighter.

Pass the (ash tray), please.

## Suggested Dialog Adaptation

### Breakfast in Restaurant

Waiter (W) Guest 1 (G-1) Guest 2 (G-2)

G-1 At what time is breakfast served?
W From seven to eleven A. M.

G-2 Can you find us a table for two?
W Here near the window. Be seated, please.

G-1 Bring me some orange juice, please.
G-1 And some toast (rolls and butter).

W Your main order?
G-2 Please, a couple of eggs and coffee with cream.

W How do you want your eggs? Soft or hard boiled?

G-2 No, fried with sausage.
W There is no sausage unfortunately.

G-2 In that case, with ham.
W And you, sir, what do you wish to order?

G-1 Give me a ham sandwich.
W Do you wish tea, milk, chocolate, or juice?

G-1 Give me a cup of coffee.
W Alright, I'll bring it immediately.

G-2 Please bring another knife, another fork, another spoon. These are not quite clean.

W Pardon me. There you are.
G-1 Waiter, check, please!

### Dinner (Restaurant or Dining Car)

Waiter (W) Guest 1 (G-1) Guest 2 (G-2)

G-1 It's time to have dinner. I'm very hungry.
G-2 Let's go into the dining car. (train)

G-1 There's a vacant table at the window.
G-2 Let's sit down there; here comes the waiter.

W What do you wish to order?
G-1 Show us the menu please.

W Here you are. (please)
W Shall I serve you soup?

G-2 Yes, bring two plates of chicken rice soup, and you may bring the hors d'oeuvres.

W What else? A bottle of wine, beer?
G-1 We haven't decided yet...some ice, please.

W Alright. I'll serve your soup immediately.
W The plate's very hot; be careful.

G-2 Give us one portion of roast chicken.
W With potatoes or rice?

G-1 With rice, peas and two portions of salad.
W And for dessert, cake or fruit?

G-2 No, chocolate ice cream, please.
G-1 I never eat dessert; moreover, I am full.

G-2 Check, please. Make two checks, please.
G-1 Is that with a tip or without?

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to name clothing items in the target language. | A. Using a transparency of male and female articles of clothing, the teacher will use repetition drills in the foreign language. Teacher identifies each item orally; students repeat.<br><br>B. Student projects could consist of making flash cards or posters with the labels and pictures of items of clothing.<br><br>Ex. Picture of a man or woman dressed in street clothes on an 8-1/2 x 11 card. All items of clothing could be labeled on the front or the reverse side depending on whether learning activity was introductory, or recall-oriented.<br><br>C. Student Project:<br>"Bingo" game in the foreign language based on identity of clothing items<br>1. Given a list of articles, students cut out clothing illustrations from a clothing catalog or magazine (dress, shoes, hat, gloves).<br><br>2. Card with nine squares is drawn, with each square labeled for an item of clothing in the foreign language.<br><br>3. When a person calls out the item, the students match the word with the picture.<br><br>There are only nine blocks on the card but twenty-five or more articles of clothing to insure variety of choice. | Given a transparency of men's or ladies' clothing with each item numbered, students must record on cassette tape the number and the name of the corresponding article of clothing. |

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to use orally items of clothing in descriptive sentences. | A. Multi-media Approach:<br>Students see a visual projection and hear a cassette tape with descriptive sentences:<br>Teacher: The man wears a suit.<br>Tape: What is the man wearing?<br>Student: The man wears a suit.<br>Tape: The man wears a suit.<br>Students repeat.<br><br>B. Extended Sentences:<br>The student begins a sentence and each successive student must continue the sentence by adding another item.<br>1st student: The lady is wearing a dress.<br>2nd student: The lady is wearing a dress and sweater.<br>3rd student: The lady is wearing a dress and sweater and holding a purse. | A. Given an illustration of various forms of dress for men, women, and children, the student must choose one illustration and describe the picture in the foreign language.<br><br>B. Each student must describe the articles of clothing worn by another class member orally using the target language in at least five simple descriptive sentences. |
| The student will be able to describe articles of clothing and their respective colors. | A. The teacher will review the colors. Students will repeat the colors with articles of clothing.<br><br>B. Students in groups of three will be asked to participate in describing the clothes of one of the three students.<br>Ex.<br>Teacher: What is she wearing?<br>1st Student: She is wearing a blouse.<br>2nd Student: Her blouse is red.<br>3rd Student: Correct, I am wearing a red blouse.<br>The last student confirms or negates the description based on whether the statement is true or false. | Recall and Concentration:<br>Given a set of colored illustrations of articles of clothing, and two minutes to review the color and descriptions in the target language,<br>1. the teacher will remove the entire set. Students must name eight out of ten of the articles and their colors in the foreign language; or<br>2. using <u>five</u> items only, the teacher will remove each item separately. The student must name the color and the item removed in a continued expansion evaluation:<br>Ex. You removed the black dress.<br>You removed the black dress and <u>red shoes</u>.<br>You removed the black dress, red shoes, and green coat. |

(#41)

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| The student will be able to use the size scale converting American size for clothes to the Continental equivalent and will be able to state his own respective sizes in the foreign language for the following articles of clothing:<br><br>dresses/suits<br>stockings<br>shoes<br>suits/overcoats<br>shirts | A. Review numbers 1 to 100.<br><br>B. Given a size chart depicting sizes for women and men, the students will see comparative sizes.<br><br>Ex. Women Dresses/Suits<br>American 10 12 14 16 18 20<br>British 32 34 36 38 40 42<br>Continental 38 40 42 44 46 48<br><br>Source: Berlitz Traveler's Guide<br><br>Students hear and repeat simple sentences and through substitution drills implement the chart into useful sentences in the foreign language.<br><br>Ex.<br>Teacher: My shoe size is 38. (Continental)<br>Student: My shoe size is 38.<br>Teacher gives American size 8.<br>Student repeats with comparable European size.<br><br>C. The student identifies each item of clothing--dresses, suits, stockings, shoes, overcoats, and shirts--in his own size. Chain drill exercise with questions and answers. Each student questions a classmate about his own size. | Given a cassette tape, the student, without aid of reference to a size chart, must give his respective sizes in clothing. |
| The student will be able to use the foreign language in dialog situations which might be typically encountered in a shopping situation for clothes within the target culture. | A. Dialog Implementation:<br>Useful and common expressions will first be taught using the S-R-C Method.<br><br>B. Recombination Drills:<br>Students recombine common expressions for short dialog situations.<br><br>Ex. I need . (a dress, a shirt) | Each student is responsible for five lines that are memorized but student constructed. Groups of two to four students interact in an actual dialog. Each student is graded on a basis of ten points: five on pronunciation and intonation (delivery); five points on comprehensibility and appropriateness. |

BEHAVIORAL OBJECTIVE

SUGGESTED ACTIVITY

BEHAVIORAL EVALUATION

C. Free Response Situations:
Sentences, phrases, questions and answers are completed or extended (S-R-C).

Ex.
Teacher: Can I help you? (role of salesman)
Student: Yes, I want to buy a _____. (Shirt, socks)
Teacher: Confirms student's statement
Student: Repeats sentence

D. Role Playing:
Students choose partners to implement sentences in learned dialog situations; suggested dialog situations follow on succeeding pages.

# CLOTHING
(#41)

## Suggested Vocabulary

| | |
|---|---|
| coat | dress |
| hat (cap) | blouse |
| gloves | stockings |
| umbrella | bathing suit |
| handkerchief | slip |
| suit | sweater |
| jacket | raincoat |
| pants | shoes |
| belt | sandals |
| tie | purse |
| socks | wallet |
| underclothes | slippers |
| shirt | |
| pajamas | |

## Useful Expressions

Where is the _____? (clothing department, shoe department)
May I help you?

Can you help me?
Have you _____? (color and item)

I need _____.
Show me _____.

What size (color) do you want?
My size is _____.

How much does it cost?
Is there another color?

I'll take this _____.
It is too small. (short, tight, loose)

This is too big. (narrow, heavy)
I want something _____ (thicker, thinner, lighter, darker, warmer).

May I try on the _____? (dress, shirt, shoes)
Yes, I want it.

What is the cost?
I don't understand. Please repeat.

I want to return this.
May I pay you?

In _____ (dollars, pounds, rubles, francs, marks)

## Suggested Dialog Adaptation

### Shopping for Clothes

Salesperson (S) Buyer (B)

S Hello, may I help you?
B Yes, thank you. Where are your dresses? (shirts)

S Here. What would you like, madam? (sir)
B I need a cotton dress. (shirt)

S With short sleeves?
B Yes, show me a few, please.

S What colors?
B I would like a (dark) blue dress (shirt).

S What size do you take?
B I need size (number) _____.

S This is very nice.
B I prefer the red and white dress. (shirt)

S That's very modern and not expensive.
Ten (rubles, francs, dollars, pounds)

B I'll take it.
S All right. Please pay the cashier.

B Thank you.
S You're welcome.

### Shopping for Shoes

Salesperson (S) Buyer (B)

S Good afternocn, may I help you?
B Yes, please. Can you show me a pair of shoes?

S Yes, what is your size?
B I wear size (number) _____.

S What color shoes do you want?
B I want a pair of black shoes.

S Do you like these or those?
B Like those on the table.

S Here, try them on.
B They are very _____. (small, big, tight)

B Is there another color?
S Yes, there is brown or white.

B These are better and more comfortable.
S They are very modern and not expensive.

B How much are they?
S They are _____ (francs, pounds, marks, rubles or dollars).

B I'll take them.
S All right. Please pay the cashier.

B Thank you.
S You're welcome.

# DOMESTIC ANIMALS
(#42)

(Note: Use same methodology for teaching wild animals.)

## BEHAVIORAL OBJECTIVE

To be able to identify common domestic and wild animals.

Ex.

| Domestic (Farm Animals) | Wild (Zoo) |
|---|---|
| Cow | Elephant |
| Chicken | Monkey |
| Goose | Giraffe |
| Duck | Bear |
| Horse | Polar Bear |
| Goat | Lion |
| Pig | Tiger |
| Sheep | Camel |
| Bird | Fox |
| Dog | Squirrel |
| Cat | Deer |
| | Parrot |

## SUGGESTED ACTIVITY

A. Descriptive Sentences:
   1. Using appropriate visual aids, teacher will identify an animal.
      Ex. This is a horse.
   2. Students repeat.

B. Questions:
   1. Teacher formulates questions based on descriptive sentences and visual aid.
   2. Students answer questions.

C. Substitution Drill:
Using descriptive sentences as basic patterns, teacher states sentence and students repeat. Students then make appropriate substitutions.

D. Negation Drill:
   1. Teacher states sentence in positive form.
   2. Students repeat.
   3. Teacher states same sentence in the negative form.
   4. Students repeat.

E. Hearing sound reproductions of various animal sounds, the student identifies the animal and/or the action when possible.
   Ex. The dog barks.
   The pig grunts.

## BEHAVIORAL EVALUATION

A. Given an illustration card with numbered pictures of animals, the student must identify the animals on a cassette tape.

B. Given a tape upon which various sounds animals make are recorded, student must identify the correct animal from a multiple choice list in the foreign language.

| BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION |
|---|---|---|
| | F. Game - "Old McDonald Had a Farm." Using the chain drill, one student starts the sentence and each succeeding student must repeat what has already been stated as well as add on one thing. | |
| | G. Recombination Game (Role Playing): Student (or teacher) describes an animal, imitates the sound it makes and what product we get from this animal without naming the animal and students cover "Bingo-like" cards which contain the names of various animals. | |

# COMPARISONS OF ADJECTIVES
(#43)

## BEHAVIORAL OBJECTIVE

The students will be able to use the comparative and superlative forms of some adjectives, such as:

large, larger, largest

tall

short

big

small

young

old

numbers: 2, more, most

(I have 2 books.
I have more books.
I have the most books.)

## SUGGESTED ACTIVITY

A. With the aid of transparencies and pictures, the teacher will say the sentences. The students will repeat.

B. Question Formation:
The teacher will say questions and answers and the students will repeat.

Ex. Who is larger, John or Mark?
Mark is larger.

C. Class Activity:
1. One student will ask a question of another:
Who is taller, Jim or Frank?
The second student will respond:
Jim is taller.

2. One student will describe other students using these comparisons.

D. Class Project:
Students will bring in pictures or objects and say sentences using comparisons in the foreign language.

E. Class Recitation on Superlative Adjectives:
Each student will be assigned to say five sentences using a superlative.

Ex. The Empire State Building is the tallest in New York City.
Mary is the smallest in the room.

## BEHAVIORAL EVALUATION

A. Given a set of graphic illustrations with oral descriptions on tape, the students will choose the correct description for each picture.

Ex. Picture of three dogs of different sizes
Oral questions:
True or false: The dog at the left is smaller than the dog at the right.
Multiple Choice: The dog at the left is
a. the smallest
b. the largest
c. the most
d. small

B. Given a transparency with graphic representations, the student will be asked to supply an appropriate sentence using a comparison of the adjective.

Ex. Three men of different heights are pictured. Each is given a number. The student says in the foreign language:
The first man is tall.
The second man is shorter.
The third man is the shortest.

BEHAVIORAL OBJECTIVE | SUGGESTED ACTIVITY | BEHAVIORAL EVALUATION

F. Direction Exercise:
Teacher will use pictures, charts, and transparencies asking directions while using comparisons.

Ex. Where is the tallest man?
He is at the right. (next to, under)

G. Comparison Exercise:
Students see an illustration with several animals. Each is described in the foreign language. The student must replace the negative sentence he hears with a positive comparison.

Ex. Student sees four cats with different size tails.

Tape: The black cat does not have a long tail (than the others).

Student: The black cat has a shorter tail (than the others).

DIALOGS 44 THROUGH 51

## BEHAVIORAL OBJECTIVE

The student will be able to use the foreign language in dialog situations which might be typically encountered within the target culture.

The activities of instruction and the behavioral evaluation will be the same for the following dialog situations:

43 - The Bank
44 - The Airport
45 - The Taxi
46 - The Hotel

47 - The Beauty Shop (Barber Shop)
48 - The Postoffice
49 - The Gas Station (Car)
50 - The Hospital (Doctor, Dentist)

## SUGGESTED ACTIVITY

A. Dialog Implementation:
Useful and common expressions will first be taught using the S-R-C Method.

B. Recombination Drills:
Students recombine common expressions for short dialog situations.

Ex. I need _____. (a stamp, an envelope)

Where is a good _____? (restaurant, hotel)

C. Free Response Situations:
Sentences, phrases, questions and answers are completed or extended. (S-R-C)

Ex.
Teacher: Can I help you? (role of salesperson)
Student: I need _____. (gasoline, a tire, a haircut)
Teacher: Confirms student's statement
Student: Repeats correct sentence for reinforcement

D. Role Playing:
Students choose partners to implement sentences in learned dialog situations. Suggested dialog situations (43-50) follow on succeeding pages.

## BEHAVIORAL EVALUATION

Each student is responsible for a minimum of five lines that are memorized but student constructed. Groups of two to four students interact in an actual dialog. Each student is graded on a basis of ten points: five on pronunciation and intonation (delivery); five points on comprehensibility and appropriateness.

## Suggested Vocabulary

money
counter

writing desk
teller

check
check book

travellers' checks
safe deposit box

pocketbook
wallet

change
coins

bills (money)

## Useful Expressions

Do you accept travellers' checks?
May I cash a check?

What is the rate of exchange?
Would you please give me change (small money)?

What hours are you open?
Can you change American money?

to endorse a check
to show a passport

What window do I go to?
Give me six larger bills and the rest in small bills.

## Suggested Dialog Adaptation

Bank Agent (A) Tourist (T)

A Good morning. May I help you?
T Yes. Do you cash travellers' checks?

A Yes. Please sign your check and I must see your passport, also.

T Here you are. May I have some change for a dollar?

A Certainly.
T What is the rate of exchange today?

A It is (4.02 francs) per dollar.
T What are the banking hours?

A We are open every day from 9 A. M. to 4 P. M. except Saturday (Sunday).

T Where else may I be able to cash a check?
A I suggest the American Express Agency, or you may try at the larger stores.

T Thank you very much for your help.

Suggested Vocabulary

information
waiting room

ticket office or
counter

ticket (plane or
train)

baggage room
customs inspection

rest rooms
observation platform

domestic and
international
flights

gate or track
lost and found

exit
entrance

Useful Expressions

Where is (where may I find) the toilet?
How much does _____ cost?

I would like to reserve a seat.
I would like to make a reservation.

Would you like to see
(inspect) _____?

What time does the train leave?
What time does the plane take off?

What time does the train arrive in _____?
What time does the plane land in _____?

Attention, please!
All aboard, please!

Track number _____.
Gate number _____.

Is the train (plane) on time?
Is the train (plane) late?

# AIRPORT OR RAILROAD STATION
(#45)

## Suggested Dialog Adaptation

### In the Airport at the Ticket Counter

Traveller (T) Agent (A)

T I would like to fly to New York tonight. When does the plane leave?

A At seven o'clock.

T That's fine. I would like to make a reservation. How much is the fare?

A One way or round trip?
T One way.
A 600 (rubles, francs, dollars, marks).

T Is there a restaurant here in the airport?
A Yes, around the corner to the left.

T I would like to check my baggage. Is there a baggage checkroom?

A Go straight ahead. The baggage checkroom is next to the lost and found.

T Would you like to see my passport now?
A No thank you. You must show your passport upon arrival in New York.

# THE TAXI
(#46)

## Suggested Vocabulary

taxi
driver

taxi stand
meter

front seat
back seat

destination
trunk

the corner
suitcase

## Useful Expressions

What is your rate to _____?
Can you take me to _____?

How long does it take to go to _____?
The suitcase costs extra.

It is $_____ more for each person.
Please drive me around the city. (shopping district)

Please stop here.
How far is it to _____?

I want to get out here.
Please wait for me.

Here is your tip.
Excuse me.

How much do I owe you?
Please hurry. I am late.

## Suggested Dialog Adaptation

Tourist (T) Driver (D)

T Taxi, please!
D Yes, sir. Where would you like to go?

T To the Hilton Hotel on Broad Street in the 6th District. Is it far?
D No, it is only a few blocks from here.

T Good. I am late.
D It will take only ten minutes. I will put your large suitcase in the trunk and your small one on the back seat.

T How much does it cost from my hotel to the _____? (Eiffel Tower, shopping district)
D It will be _____ (francs, pounds, rubles, dollars). The rate is _____ per hour (or kilometer).

T Oh, would you please stop here for a minute? I see a drug store and I need some aspirin.
D Alright. I will wait for you.

T Thank you very much.... Now we can go to the hotel.
D It is just around the corner. Here we are. That will be _____ ($2.50), please.

T Here is your money. Thank you very much. Goodbye.

## Suggested Vocabulary

hotel, motel
lobby

barbershop or beauty shop
bill, tip, service charge

suitcase, luggage
front desk

desk clerk
key

elevator
chambermaid

room service
single/double room

## Useful Expressions

I would like to register.
I would like to check in.

I would like to check out.
I would like to pay the bill.

May I have the bill, please?
Do you have a single/double room?

Do I have mail?
Please wake me up at _____ A. M. (P. M.)

Occupied
Free (Unoccupied)

Do not disturb.
Please clean the room.

## Suggested Dialog Adaptation

Desk Clerk (DC) Guest (G)

DC Good afternoon, sir. May I help you?
G Yes. Two weeks ago I reserved a single room.

DC What is your name, please?
G My name is _____.

DC Your room is number 225, on the second floor.
G How much does this room cost?

DC 40 (francs, marks, pesos, rubles) per night.
G Is the service charge included?

DC Yes, sir. May I have your passport, please? I must know your address at home and your passport number.

G When do I get my passport back?
DC Tomorrow morning. The elevator is over there. The bellhop will carry your bags.

G Fine, thank you.

## Suggested Vocabulary

beauty parlor
barber shop

beautician
barber

brush
comb

scissors
razor

lipstick
manicurist
manicure

shampoo
shampoo and set

shave
curlers

part
dryer

makeup
hair

finger nails
nail polish
shoe polish

## Useful Expressions

May I help you?
It is your turn.

Where is a good (beauty parlor, barber shop)?
I'd like an appointment for _____ o'clock on _____ (day of the week).

Do you have lipstick (artificial eye lashes, nail polish)?

Shall I use hair spray (cologne, oil)?
My hair is _____. (curly, wavy, straight, dry, oily)

I would like a _____. (manicure, shave, haircut)

Would you take a seat, please?
Shall I make a part _____ (in the middle, or on the left side, or right side)?

How much will it cost?
Here's a tip.

I need a _____ (shoe shine, shave).
It is too hot.

Just a trim, please.
Don't cut it too short _____ (at the back, in front, at the sides, on top).

Shall I wet it?
That's enough.

Look into the mirror.
Thank you, that's fine.

You're welcome.
Good-bye.

Suggested Dialog Adaptation

Client (C) Hairdresser (H)

C Is it my turn?
H Yes, would you take a seat, please?

C Thank you.
H Haircut or shave?

C Haircut.
H How do you want it cut?

C Don't cut it too short.
H Shall I wet your hair?

C No. Leave it dry.
H Shall I make the part on the right (left) side?

C No, don't make a part.
H Very well, look into the mirror, please.

C Very good. How much will it cost?
H _____ (rubles, marks, francs, pounds, dollars).

C Thank you and here is a tip.
H Thank you, but we don't take tips. Pay at the cashier's desk, please.

C Oh, I forgot. I need a shoe shine.
H Very well. The attendant will take care of you.

## Suggested Dialog Adaptation

Beautician (B) Customer (C)

B Hello, may I help you?
C Yes, I would like a shampoo and set, please.

B Would you take a seat, please?
Do you want your haircut?

C No, thank you.
The water is too hot.

B I'm sorry. Is this better?
C Much better.

B Do you want small or big curlers?
C No, no curlers. My hair is wavy.

B Do you want a part?
C Yes, part it on the right.

B Shall I use hair spray?
C Just a little.

B Do you want a manicure?
C Yes, I want a manicure.

B What color nail polish would you like?
_____ (natural, pale pink, red)

C How much is it?
B _____ (francs, dollars, marks, rubles).

C Oh, I nearly forgot. Do you have lipstick?
B Yes, what color do you like?
_____ (natural, pale pink, red)

C Here you are! _____ (rubles, francs, marks, dollars) in all.

B Thank you.
C You're welcome.

# THE POST OFFICE
(#49)

## Suggested Vocabulary

letter
envelope

stamp
postcard

mail
mailbox

letter slot
air mail

first class (regular mail)

domestic postage
foreign postage

postmark
C. O. D.

package
rate

registered mail

## Useful Expressions

to mail a letter
the cost of a stamp

by air mail
to get a letter

to weigh a package
Where is the nearest post office?

To which counter/window do I go for stamps?
I want to send _____ (a letter, package, etc.).

How should I send this package?
When will this arrive?

What is the postage?
I want thirty 5¢ stamps and 10 air mail stamps.

Here it is.
Please fill in this form.

Where is the mailbox?
Will the receiver have to pay duty?

# THE POST OFFICE
(#49)

## Suggested Dialog Adaptation

Clerk (C) Tourist (T)

C Good morning, sir. May I help you?
T Yes, please. I want to send some post cards to the United States. How much would it cost?

C You will want to send them by air mail. An air mail stamp costs _____. How many would you like to have?

T I'll take ten, please. How long will it take for them to arrive?
C They will arrive within _____ days.

T I also have a package. Will the receiver have to pay duty?

C No, I don't believe so. Please fill in this customs declaration form.

T Alright. Do you sell post cards?
C Yes. How many would you like?

T Ten, please. Where is the mail slot?
C Over there, sir. There is one labeled for "out of country."

T Thank you very much. Goodbye.

# THE GAS STATION
(#50)

## Suggested Vocabulary

gas station
gasoline

oil
tire (flat tire)

motor
automobile, car

service station attendant
wheel

trunk
headlight

taillight
bumper

battery
radiator

map
brakes

to fill
to change the oil

the lubricate (grease)
to get (water, gas, air)

## Useful Expressions

Where may I find a gas station?
Where may I find a garage?

I would like _____ liters of gasoline.
I need _____. (gasoline, a tire, water, an oil change, a grease job)

Can you repair (a flat tire, the brakes, the radiator)?

How long will it take?
Do you have a road map?

# THE GAS STATION
(#50)

## Suggested Dialog Adaptation

Driver (D)  Citizen (C)  Gas Station Attendant (A)

D  Where may I find a gas station?
C  Straight ahead about one kilometer.

D  Thank you very much.
C  Don't mention it.

A  Good morning.  May I help you?
D  Yes.  I would like 10 liters of gasoline.

A  Something else?
D  Yes.  I need the brakes repaired.  or
   (Can you repair the brakes?)

A  Yes, but it will take a while.
D  How long will it take?

A  About two hours.
D  Fine.  I'm going shopping.
   I'll come back at three o'clock.

A  The car will be ready.  Goodbye.
D  Goodbye.

## Suggested Vocabulary

(Review parts of the body.)

accident
ambulance

bite
burn

cold
cough

dentist
doctor

faint
fever

fracture

indigestion
nurse

pain
temperature

wound
poison

toothache
X-ray

sunburn
prescription

pills

## Useful Expressions

My _____ hurts. (arm, leg, tooth, etc.)
Call a/an policeman. (ambulance, doctor, etc.)

Can you recommend a good _____? (doctor)
Get a doctor--quick!

Open your mouth.
I'm sick.

I've got a pain here.
I've got a back/head/stomach ache.

I feel faint/dizzy/nauseous.
I've got a fever.

I'm feeling better/worse.
Lift your arm. (leg, head, hand, foot)

Help!
Is it broken?

at the top/bottom
in the front/back

That hurts!
I don't want it extracted.

How much do I owe you?
I think I've broken my arm. (leg, etc.)

Show me your (tongue, arm, etc.).
What is your temperature?

You are hurting me.

Suggested Dialog Adaptation

Two Individuals (A) and (B)

A We need help. My friend is hurt.

B What is wrong?

A I think she broke her arm. (leg, hand)

B Is there any bleeding?

A Yes, it is serious. Is there a hospital near here?

B Yes, you must call this number, _____. Ask for an ambulance.

A (on the telephone) Help! We need a doctor. My friend is hurt and bleeding.

Suggested Dialog Adaptation

Patient (P) Doctor (D)

P Get a doctor quickly!
D What is wrong?

P I have a stomach ache. (pain, bruise)
D What's your trouble?

P I don't know. I'm sick.
D Your pulse is normal. Open your mouth. Show me your tongue, please.

P I feel sick. I feel nauseated.
D Does your head ache?

P My head aches and my stomach aches.
D Do you feel dizzy?

P Yes, doctor and I feel weak.
D You have a temperature.

P I feel shivery and have vomited.
D Are you constipated?

P No, doctor. I've got diarrhea.
D Are you allergic to penicillin?

P No, doctor. I am not allergic to penicillin.
D Very well. Take this medicine after every meal.

P Three times a day?
D Yes, and rest in bed for a day.

P How much do I owe you?
D _____ (francs, marks, dollars, rubles).

P Very good. Thank you.
D You're welcome. Goodbye.

# THE DENTIST
(#51)

## Suggested Dialog Adaptation

Patient (P) Doctor (D)

P Doctor, my tooth aches.
D Sit down here, please, in this chair.
Open you mouth, please. Don't move.

D Which tooth hurts?
P This tooth hurts.

D Your filling has fallen out.
P Do you have to remove the tooth?

D No, it is not necessary. It's a small cavity.
P Can you fill it again?

D Yes. It won't hurt. Don't be afraid.
P Will you take an X-ray?

D It isn't necessary. What filling do you
prefer, silver, gold, or plastic?

P Plastic, please.
D Your tooth is fixed.

P How much do I owe you?
D _____ (francs, marks, dollars).

P Very good. Thank you.
D You're welcome. Goodbye.